Journal

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Norton & Peel, Minneapolis, Minnesota.

IN THIS ISSUE

Is Your State In This *Hats Off* Roster?

Our hats are off to the State Vocational Associations listed below! Already, at the end of the first month of 1950, aggressive membership drives have chalked up new record membership totals in 23 states out of the 48! The AVA is proud to honor these organizations who have increased their AVA memberships over the 1949 total. How is *your* drive coming?

Hats Off!

To these 23 states for exceeding 1949 AVA membership totals by:—

Georgia	296 members
Oklahoma	208 members
Arkansas	173 members
Connecticut	132 members
North Carolina	127 members
Alabama	68 members
Indiana	65 members
Massachusetts	56 members
Nebraska	42 members
Delaware	42 members
New Jersey	37 members
Iowa	25 members
Idaho	18 members
South Dakota	17 members
New Hampshire	17 members
Montana	15 members
New Mexico	14 members
Kansas	9 members
Nevada	8 members
Vermont	8 members
Wyoming	7 members
North Dakota	3 members
Missouri	1 member
Foreign membership	3 members

The figures above represent 1,391 new AVA members in the states listed. As we all know, every new member recruited adds strength and impetus to the overall goals of vocational education, to your own local projects and your state prestige. An increase of 10 per cent in total AVA membership would bring us out at the end of 1950 with 33,787 members, or 3,071 members over our 1949 top. That means we only need to add 1,700 more members, or, to put it in terms of *your* quota . . . a proportionate increase in each state would put us over the top in our 10 per cent goal.

Several of the states shown above have already turned in more than their quota of increase. Can we take off our hats to *your* State Vocational Association *next* month?

AMERICAN VOCATIONAL Journal

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EDUCATIONAL PRESS ASSOCIATION OF AMERICA

COVER PHOTO

The Miller Vocational School in Minneapolis, Minnesota, has had a very successful period of operation. American Vocational Association members who attend the 1951 AVA Convention, which will be held in Minneapolis, will have an opportunity to visit this excellent school.

Farewell to the Forties . . . . *Editorial*

WE VOCATIONAL EDUCATORS pride ourselves, and justifiably so, on the excellent job we are doing. We place great emphasis on such things as flexible curricula, providing for individual student progression, practical training for occupational competency, vocational guidance, safety education, the preparation and use of visual aids and the in-service training of teachers. In many respects we have pioneered in these and other progressive educational movements. Compared with what we know of the little that is being done in the other fellow's school or school system—never ours, of course—it is safe to say that we are not standing still. Just how well we are doing our jobs is the important question.

We have moved so fast and far during the forties we are just now getting around to looking at ourselves critically. How do we know whether our vocational schools are good, bad or mediocre, based upon accepted standards? What and where are the criteria that we may use to evaluate ourselves? We need more than the evaluative criteria that has been in use for many years by secondary schools generally.

Much work has been done by a few vocational leaders in scattered parts of the country toward establishing a set of standards that will apply to the evaluation of vocational schools. Many others in AVA circles are interested in and are working on the problem. As individuals we should lend a hand wherever we can to assist those who are attempting to render this service which will be beneficial to all of us.

We have come a long way since the summer of 1940. Then, with war clouds threatening, we interrupted over night the even tenor of our struggling programs of vocational education and launched upon the greatest plan of mass training for national defense and war production the world has ever seen. Every city and village of the nation was affected. We can look back with pride to the contribution each of our vocational programs made to the winning of the war.

In addition to the satisfaction of knowing our job was well done, we profited materially from the extra effort that was exerted in the war production training program. We have only to look about us today to see the machinery and tools that were added to our shops, equipment that our local boards of education would never have purchased. The lessons we learned from our experiences of those days are still being used to improve the instructional methods of the present. Perhaps our greatest reward is the fact that we proved to the public, our supporters, what we could do in an emergency, and out of it has come the wide spread acceptance of vocational education today.

When the veterans began returning to our vocational schools in increasing numbers we found ourselves faced with another problem. Liberal federal legislation provided the means of vocational training for these veterans through a plan whereby separate classes are conducted for them in vocational schools and in rural centers throughout the nation. Out of this experience we are again learning lessons and profiting materially.

The past decade has brought about other changes, further progress, of which we are all a part and had our share in the making. Apprentice training programs gave new life and size to our extension classes. Distributive education has come into its rightful place in vocational education. Increased federal aid has enabled us to provide more vocational services in more places. Membership in our American Vocational Association has increased from 22,217 in 1939 to 30,716 in 1949.

Now that we can look in retrospect over our accomplishments during the forties we can claim that we have made much progress. But we cannot sit back and rest with our laurels. The so-called "good old days" are but a figment of our imagination. The good days are ahead. So let us bid farewell to the forties and tighten up our belts for the task that lies before us in the future.

FRANK HUFFAKER,
Director of Vocational Education,
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American Vocational Association, Inc., advances American Education by developing economic competence of youths and adults. The Association promotes the professional interests of persons engaged in vocational and industrial arts education. It encourages full-time and part-time programs in these fields: Agriculture, Home Economics, Business and Distributive Occupations, Industrial Arts, Industrial Education, Rehabilitation, and Vocational Guidance.

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ADVERTISING AND SALES CLUB AND SEATTLE PUBLIC SCHOOLS WORK TOGETHER TO PRODUCE SUCCESSFUL ADVERTISING PROGRAM

Seattle's Advertising School

KENNETH R. WILLIAMS
Distributive Education Coordinator
Edison Technical School
Seattle, Washington
and
HARRY S. PEARSON, President
Advertising and Sales Club
Seattle, Washington

APPROXIMATELY 50 advertising executives cooperate with the Distributive Education Department of the Edison Technical School, Seattle, Washington, in an educational program that, for the third year, is drawing full capacity classes.

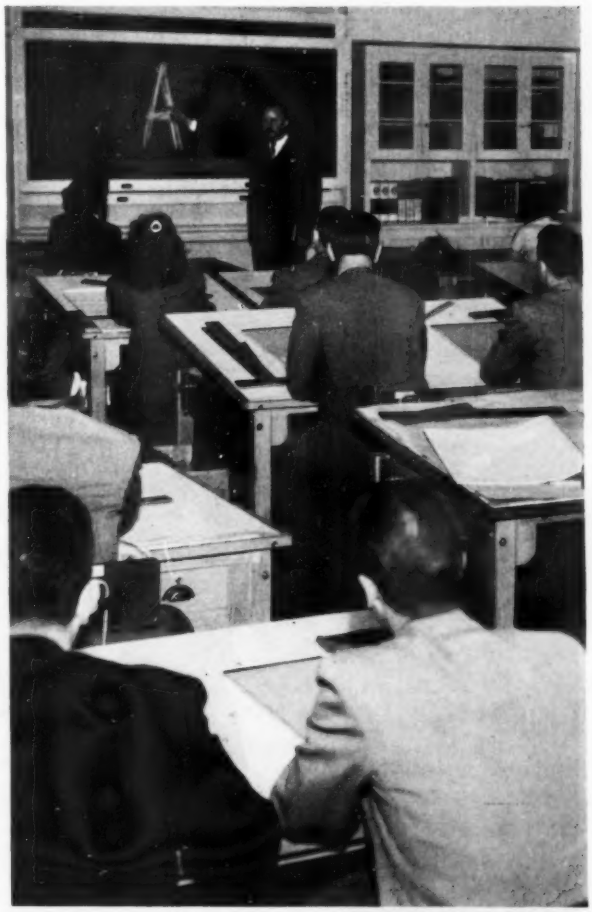
In the fall of 1946, Kenneth Williams, Distributive Education Coordinator of the Edison Technical School, discussed possibilities of a cooperative advertising program with Les Jenkins, Classified Advertising Manager of the *Seattle Times*. Harry Pearson, of the Pearson and Morgan Advertising Agency, was consulted, and it was decided to plan a long-range educational program in this field.

Top advertising executives were called together for a round table discussion of plans. Mr. Jenkins and Mr. Williams met with the Head of the Journalism Department and the Director of Adult Education at the University of Washington for the purpose of outlining a program and preventing duplication of efforts. Conflict of programs was avoided, since the University of Washington trains students to enter the field of advertising and the vocational program was designed to upgrade individuals already employed in advertising.

The organization of the program was planned as the cooperative project of a large group. An advisory committee, composed of executives representing major phases of advertising and young people in the field, was appointed. In accordance with the philosophy of vocational education, employer and employee representatives were included in this group.

Three main courses were planned for the first year (one each quarter) in the following sequence: general advertising (constituting an orientation to the field), the media of advertising, and the production of advertising (specific methods of production with plant tours and actual demonstrations). Each course was planned for 10 sessions of 2 hours each, to meet once a week. Clearly defined major subjects were set up for each meeting to eliminate, as much as possible, any overlapping of topics. In order to provide students with a complete picture of the field, a number of instructors were included in the teaching of each major subject.

The organizational structure for the operation of the program was decided upon by the advisory committee. A committee in charge was appointed as follows: Chairman of the Advertising Education Committee, Coordinator of the Advertising School, Associate Coordinator of the general advertising course, Associate Coordinator of the media of advertising course, Associate Coordinator of the production of advertising course, Administrator of the Advertising School, and Librarian of the Advertising Club.



ROGER DUDLEY, SEATTLE, WASHINGTON

Advertising Layout Class.

The main function of the chairman was the overall planning of the program. The coordinator transmitted the plan into action. Associate coordinators were in charge of each course and worked with the instructors in planning their presentation for the course. They also attended each meeting of the course on which they were working. The administrator, representing the school system, worked with the committee and instructors in handling the production system, administration, and records for the program. The librarian worked with the public library in making available to students the latest books in the field. The committee as a whole worked on specific subject planning and contacted each proposed instructor to explain the purpose of the program. After the instructors were definitely scheduled, the committee met with them to complete final plans.

In order to provide each student with tangible material as a result of enrollment, each instructor was asked to prepare in advance a synopsis of his presentation. Duplication of points was avoided by a preview of each synopsis on the part of the coordinator in charge. Copies were mimeographed and distributed to the students.

Presentations consisted of talks and demonstrations, followed by a question and discussion period. Since many firms were interested in the program, it was decided to award a certificate upon successful completion of the course. Certificates are mailed to each successful student's employer with a short letter of explanation in regard to the value of the course. Employers and employees alike have expressed appreciation of this method of certicate presentation.

A questionnaire, designed to evaluate the session, was distributed to students at the close of the last session. To further analyze the course, each session for the first year was recorded by Boris Korry of Korry Film Productions, Inc. These recordings were used by the instructors for self-analysis of presentation. They were reviewed also by the committee for the purpose of determining possible improvements.

Immediately following each presentation, the instructor is contacted by the chairman of the committee by means of a letter of appreciation. The instructors are also guests of the advisory committee and the committee in charge of the course at a dinner meeting held at the Washington Athletic Club at the end of each term. These customs, needless to say, put the "frosting on the cake" and go far in building an appreciation and understanding of vocational education.

Advance Publicity

Actual promotion of the course was carried out in newspaper articles, advance notices in the Ad Club's Weekly Periodical, direct mail letters to all advertising agencies and advertising departments (with enclosed application blanks), and club meeting announcements. Prospective students make application to attend the course, and these applications are screened by a committee from the standpoint of whether or not candidates are in the advertising field or using advertising in their jobs. This is in line with vocational education requirements.

To sum up the results of the program to date in terms of students, a grand total of 300 people has enrolled in the Advertising School in the past two years. In terms of education, employers have stated that graduates of the course have shown a marked improvement in their work. A consensus of students confirms the belief that the school provides a better understanding of advertising.

This year, to keep the course in tune with the needs of the community, a change was made in the program. Two courses, general advertising and media of advertising, were held in abeyance for one year to permit the entrance or two more courses to augment the program.

(*Continued on page* 6)

ROGER DUDLEY, SEATTLE, WASHINGTON

A Television Clinic.

An abstract of a 1949 AVA Convention presentation—

Who Shall Be Educated for Family Life?

DR. REUBEN HILL
Research Professor In Family Life
The Institute for Research in Social Science
The University of North Carolina

EDUCATION in the true sense of the word is subversive. It has as its major goal *changed conduct.* Who shall be educated for family life translated becomes: Whose ideologies and patterns of family life shall be examined, challenged and reshaped? We should also ask the question: against what backdrop shall these patterns be examined, and along what lines shall they be reshaped?

Secular education relies for its norms on science, and in the field of the family that means the social and psychological sciences. Folklore is in competition with these sciences today in determining the procedures which shall obtain in marriage and parenthood. We are in transition from a society ruled by tradition and custom to a society which develops its own social policies expecting shift and change with additional findings and new discoveries. The shift from folkways to social policy, from folklore to science, is never easy for any element in the population. It is hardest for those elements which have been bound longest by custom, isolated farmers, mountain folk, unassimilated foreign-born groups, and the underprivileged who are cut off from secular advantages.

The familistic work domination of the child in an earlier day had a meaningful and valued place in farm folkways in that through the discipline of work the son was made ready to take over the family farm. Today, so few sons are able to follow such a succession of occupation that the pattern is of questionable value.

The authoritative pattern of discipline rooted in the rural folkways produces a disproportionate amount of tension between children and parents. Under this system there is no natural way in which discipline can normally and gradually terminate in recognition of growing maturity. The break must be sudden and complete, or else the child continues to be subservient even after he reaches adulthood. Measured by the criteria of affection, compatibility, trust and confidence, the farm family falls short of the urban family in providing atmospheres for personality growth and development.

The farm family has been chosen for illustration because so many of you are working with youth from farm families. I don't think you should deliberately set out to destroy or weaken all the mores of the farm family. Even the work mores have some merit. Some work is good, more of it in fact than the average town and city youngster has, but farm parents need to be shown that in general they expect too much of it or too often sacrifice for it other experiences which are much more important in preparing him for adulthood in an urban industrial society.

Education for family life shall be provided wherever the family apprenticeship system is recreating faulty procedures in child rearing and marriage relationships. We are seeing social organization, community life and family life increasingly in terms of their meanings in the *zone of personality formation.* Education for family life dares to reshape the culture wherever it is evident that personality growth is stultified or seriously hampered.

One other minority group which is still operating almost exclusively from folklore is the male sex. In few schools is there any recognition of the part men play in the American home. There are thousands of books written on the adjustments of women and on motherhood for every dozen written about men. The development of home economics as a subject solely for girls, taught exclusively by women in the sterile atmosphere of their porcelain home economics laboratories, now proves a barrier to coeducational instruction in marriage and family life. To their credit, no professional teachers are more conscious of this deficiency, and perhaps much may yet be done to remedy it by offering courses in marriage and the family, child development, and home management jointly by home economists and sociologists or by home economists and psychologists.

Still a third way of identifying who shall be educated for family life is to examine the stages of the family life cycle to discover when marriage and family matters are most likely to be teachable.

When the body is ripe, and society requires, and the self is ready to achieve a certain task, the teachable moment has come. Efforts at teaching which would have been largely wasted if they had come earlier, give gratifying results when they come at the *teachable moment,* when the task should be learned. For example, the best times to teach reading, the care of children, courtship and marriage relations, and adjustment to retirement from one's job can be discovered by studying human and family development, and finding out when conditions are most favorable for learning these tasks. Family collectivities are active in determining the teachable moments for their members because they are the source of societal pressure. They bring to bear the expectations to which children respond.

NEGLECTED AGE GROUPS

To answer our immediate question: Who shall be educated for family life?, we see strong evidence that there are neglected age groups in our society that would profit greatly from focussed family life education:

Of all the periods of life, early adulthood is the fullest of teachable moments and emptiest of efforts to teach. It is a time of special sensivity and unusual readiness of the person to learn. Early adulthood, the period from 18 to 30, usually contains engagement, marriage, the first pregnancy, the first serious full-

time job, the first illnesses of children, the first experience of furnishing or buying or building a house, and the first venturing of the child off to school. If ever people are motivated to learn and to learn quickly, it is at times such as these. Early adulthood is the most individualistic period of life and the loneliest one, in the sense that the marriage pair must proceed with a minimum of social attention and assistance to tackle the most important tasks of life.

The critical middle years represent another period full of teachable moments but empty in educational offerings. It is a time when parents' developmental tasks and teen-agers' tasks are most incompatible. Youth strives for independence and parents strive to hold them dependent because the meaning and purposiveness of life has so long been integrated around being needed.

The physiological changes of middle age of the menopause occur when the noisy changes in the teen-ager are hardest to accept. Guidance during this period is further complicated by the reluctance of teen-agers to accept it and the short patience of emotionally disturbed parents.

The task of guidance is made more difficult by the changing conditions under which children grow to maturity, from one generation to the next. Thus, what the adolescent child needs in the way of guidance may bear little relationship to the kind of treatment the parents received when they were young.

Education focussed upon the developmental tasks of adolescents and parents of adolescents would find eager students if designed skillfully.

If we have identified correctly the groups in our society that need most immediate attention, how will you include them in your teaching? How will you know the families whose living is determined by the iron law of localistic folkways? How will you reach the fathers of your students the more effectively to win their approval of marriage and family education for their sons? How will you know which of your families fall in the classification of families developmentally ripe for education in family life? How can you place your teachings to students in the family contexts which surround them?

THE HOME VISIT

I am ready to suggest that the home visit represents your greatest opportunity available to any teacher anywhere to make your teaching family centered. Moreover it is expected of vocational home economists as part of their job. My impression from teaching in workshops and from visiting in meetings of your state associations is that the home visit is rarely used as an educational tool because of lack of training both in the undergraduate curriculum and in the field. I think one of the first steps to take is to know what to look for and how to record what you find.

The training for conducting home visits, including the approach in making the interview, the method of conducting the interview, and the recording, will require a special course in supervised visiting to parallel your present program in supervised teaching. Timing the interview to catch the father and possibly the rest of the family in, adds greatly to your observational possibilities. The interviewing, participant observation, recording, analysis and action plan deserve as large a share of time in your supervised training as the lesson planning and unit construction of present classroom teaching.

FAMILY LIFE WORKSHOPS

Before you launch such a program I would recommend a workshop for supervisors on home visiting at which they can be exposed to the new materials on the dynamics of family interaction, to the content of living at different stages of the family life cycle, and to the developmental tasks of family members at stages of family development. At least five institutions have offered or could offer course work and workshops in the general area of family dynamics at the present time: The University of Chicago, Columbia University, Cornell, Iowa State College, the University of North Carolina and West Virginia University. We need supervisors who not only know how to visit families productively themselves but who can also be expected to maintain enthusiasm for a more family centered program of teaching and adult education. Here is a place for growth and change in our training of home economics supervisors and teachers.

SEATTLE'S ADVERTISING SCHOOL

(*Continued from page* 4)

A television clinic and an advertising layout course (see pictures) were added, and the production of advertising was maintained.

It is the policy of this program to produce advertising information and courses geared to business and community needs. This article has been presented for the purpose of showing what can be accomplished through planning and cooperation between vocational education and business organizations.

SEATTLE PUBLIC SCHOOLS

Broadway-Edison Technical School

DISTRIBUTIVE EDUCATION DEPARTMENT

Certificate of Merit

This is to Certify that

_____

has satisfactorily completed a course in

GENERAL ADVERTISING

sponsored by the

ADVERTISING & SALES CLUB

OF SEATTLE

In testimony whereof, we have subscribed our names this, the _____ day of _____, 194-

Samuel E. Fleming
Superintendent of Schools

_____
President, Advertising & Sales Club of Seattle

H. E. Dickerman
Principal

_____
Chairman, Educational Committee

Seattle's Advertising School Certificate

TRAVELING DISPLAY SCHOOL

M. A. BROWNING, State Supervisor
Distributive Education
State Board for Vocational Education
Austin, Texas

IN 1939 THE UNIVERSITY OF TEXAS, Division of Extension, in cooperation with the State Board for Vocational Education, started the state's first traveling display school. A full-time display instructor was employed to teach the course to employees of retail stores in various Texas cities from which requests for the training had been received. Classes were organized to be conducted either during the daytime or evening, subject to the convenience of the students. This program operated until the start of the war, when it was necessary to discontinue it. One of the real difficulties found in teaching this course was caused by the lack of adequate fixtures for classroom use. Because of limited transportation facilities, the instructor was able to carry only a small number of fixtures and properties with him. The use of appropriate backgrounds was out of the question, and merchants were often reluctant to loan merchandise for use by the instructor in classroom demonstrations.

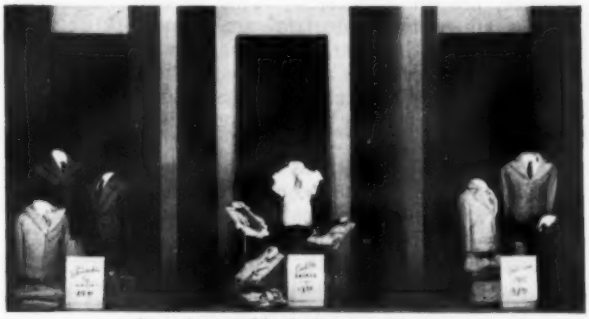
After the war, Texas Distributive Education officials, in answer to the many requests received for this course, started to work on an entirely new instructional plan. In order to provide practical training and to make student participation possible, the idea of training with the aid of miniature fixtures and properties was conceived. An instructor was employed and the task of designing and constructing the miniature was started.

The work was completed in March of 1948, and the course has now been tested in three Texas cities. The equipment consists of twelve miniature display windows with lighting systems, interchangeable backgrounds and floors. The miniature merchandise was designed and manufactured by Mrs. Mary McCollough, of Austin, Texas, and consists of thirty ladies' dresses, play suits, evening gowns, hats, bags, gloves and other accessories. The display windows and all other equipment are scaled to one-fifth the actual size. The display windows are three and one-half feet long, eighteen inches high, and fifteen inches deep. They are constructed so that they can be completely disassembled in about one minute and can be packed into a flat package for ease in transporting. The windows are constructed of masonite and painted a dark gray on the outside with a lighter gray on the interior. Six 40-watt incandescent light bulbs in each window make up the regular lighting system. Spotlights in front of the windows provide dramatic lighting effects for special display arrangements.

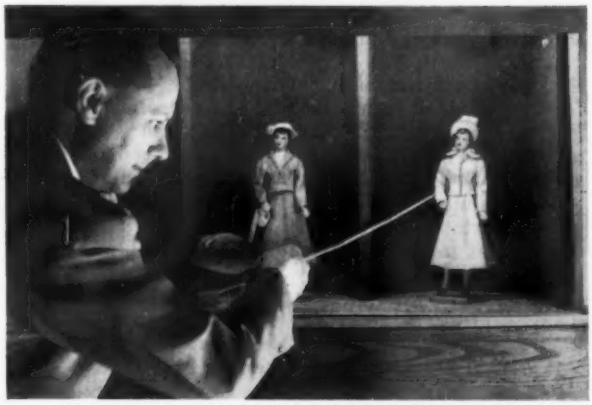
The course is conducted in each city as a companion course to one in Show Card Lettering. Mr. W. G. Bohannon, Display Training Specialist on the staff of The University of Texas, Division of Extension, is the instructor. The display class meets in ten class sessions of one hour duration each evening, Monday through Friday, for a period of two weeks in each city. The Show Card Lettering course meets according to the same schedule, except in two-hour sessions.

Miniature accessories complete this apparel window

DREAM BRIDE is the theme of this miniature display.



A men's ensemble display, in miniature.



Instructor W. G. Bohannon arranges a window card

Planning for New School Shops

154 SHOP UNITS ARE INCLUDED IN THE HOUSTON, TEXAS, INDEPENDENT SCHOOL DISTRICT'S $32,000,000 BUILDING PROGRAM

S. R. McCLUNEY, Assistant Director
Industrial Arts and Vocational Education
Houston, Texas

APPROXIMATELY two years ago the Houston Independent School District began a thirty-two million dollar building program under the direction of Superintendent of Schools W. E. Moreland and Business Manager H. L. Mills, with Stayton Nunn acting as coordinating architect. Included in this building program are 154 industrial education units in 25 schools. To date, 28 units have been completed, with approximately 44 additional units scheduled for completion by September 1, 1950.

It has been the privilege of the industrial arts and vocational education department, under the supervision of Director Glenn Fletcher, to work very closely with Mr. F. A. Whittington of the coordinating architect's office in making the plans for the shop and drawing rooms. It was also the privilege of the department to write the specifications, for all machines and equipment for these units and to choose, from the bid documents, the machines to be purchased.

The layouts on the opposite page are typical of the new industrial education units. The architectural drawing of the John Reagan-Senior High School unit, which is now under construction, is by Werlin and Kiefner, project architects. This program expansion utilizes an existing industrial arts woodworking shop. The drawing of the Charles H. Milby Senior High School unit, which is also now under construction, is by Staub and Rather, project architects. Stayton Nunn is coordinating architect for the Houston Independent School District in each case.

In planning for the layout of school shops, there are a number of problems to be considered. Among these are the size of the shop, the location (whether or not it is in a separate building), the location of auxiliary rooms, the placement of machines, the type of construction to be used, the type of floors, the lighting, the ventilation, etc. It is the purpose of this article to show how the Industrial Arts and Vocational Education Department of the Houston Independent School District attempted to solve these problems in planning for an expanded program.

A great amount of consideration should be given to the shape and proportion of the shops. Houston has favored the rectangular shops wherever possible, and has found it preferable to construct them so that the width is over half the length. This, of course, varies according to the particular layout of the building.

The planning of and location of auxiliary rooms is very important for any shop. The woodwork and metal work shops in both the junior and senior high schools have the following auxiliary rooms: (a) tool room, (b) stock room, (c) a projects room for each class, (d) finish room, (e) instructional aids room, (f) wash room or wash facilities, (g) visual aids of related subjects room.

Wherever possible, the auxiliary rooms have been located at each end of the shop. One end is divided to make a finish room, tool room, instructional aids room, and a materials room, while the other end is divided into class projects storage rooms. The project storage rooms vary in size from four by five feet in some of our junior high shops to eight by ten feet in some of our senior high wood shops.

The finish rooms are of masonry construction with a steel door, and equipped with a large exhaust fan. All lights and electrical outlets are explosion proof. The tool rooms are equipped with steel cabinets and sufficient tool panels to accommodate the usual hand tools. These are arranged so that they may be easily checked. The materials room has heavy steel racks fastened to one wall to accommodate long lengths of material, with space along the other wall where shorts can be segregated according to kind and length range. The instructional aids room is composed of cabinets used for storage of demonstration and teaching devices, library books, drawings, and the teacher's desk. The projects room provides a storage room for each class to store its material and projects. These rooms have steel shelving along the walls with spaces for the students to keep their work.

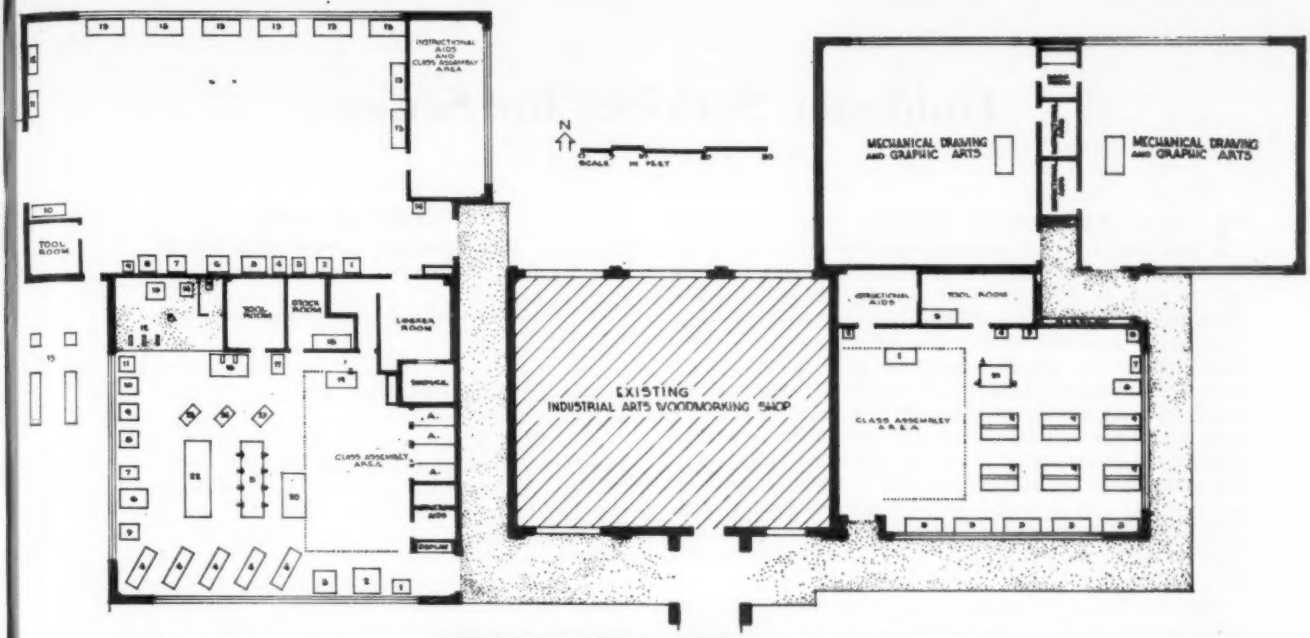
The method of providing space for theory and for the showing of films and slides varies. In some schools, one room is conveniently located so that it can be used alternately by all the shops in that school. Others have a space where chairs may be brought out and daylight screens used, while others go to special rooms in the academic building for this part of their program.

The shops are located in separate buildings from the academic classes, or in a shop wing, while some of the drawing rooms are located in the shop building or wing and others are in the academic building.

Heating and ventilation are not major problems in the Houston shops. Heat is provided by individual gas burning radiators through which air is forced by a fan. These heaters are usually suspended from the ceiling and ventilation is provided by the use of windows arranged so as to provide cross ventilation.

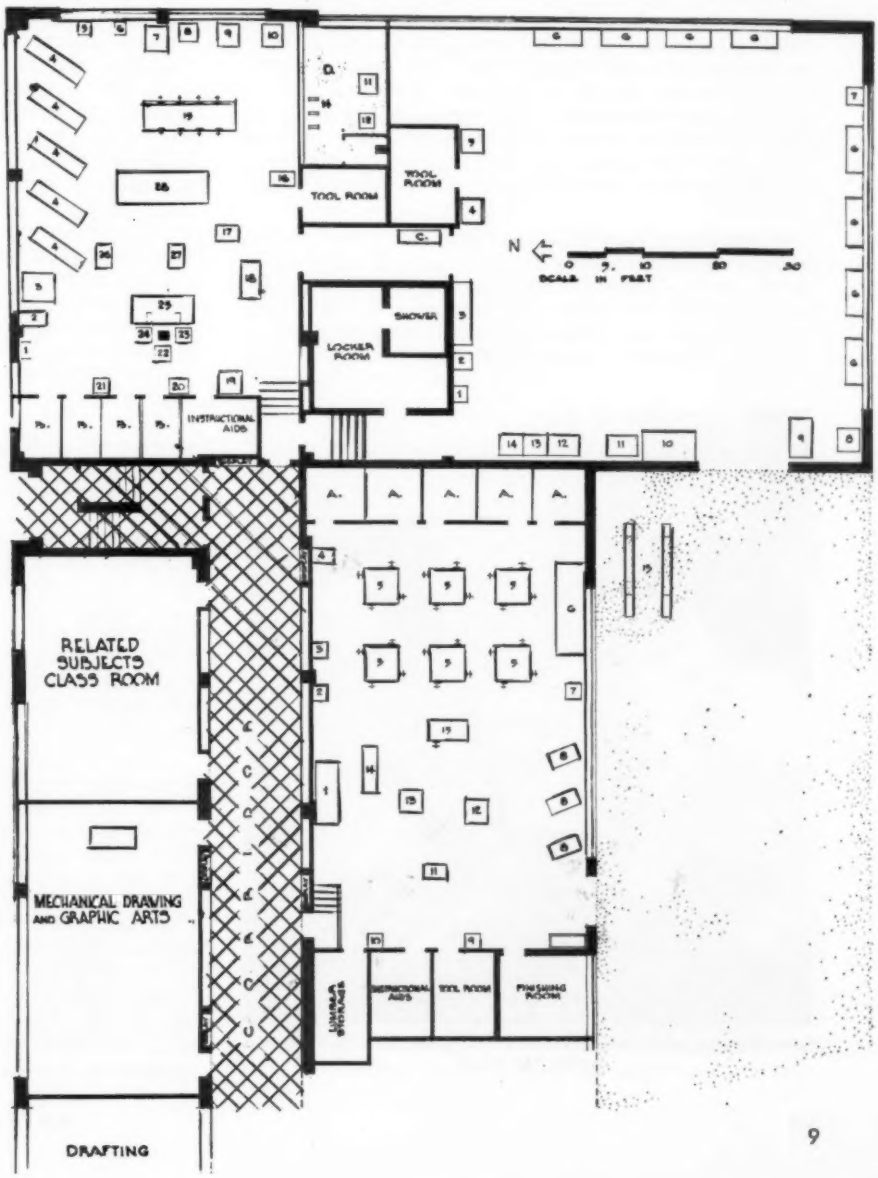
Proper lighting is provided by making full use of natural light from windows extending as near to ceiling height as possible. On dark days artificial light is provided by the use of fluorescent lights which give an intensity reading of 40 to 60 foot-candles at table height. The new drawing rooms have three continuous rows of fluorescent lights which furnish a higher foot-candle reading at desk top height than is furnished in the shops.

Future use should be kept in mind when planning shops in an expanded program, especially in a large, fast-growing city. Many times it is necessary to build two woodwork shops when it is felt that a different type of work should be offered. In such cases, the auxiliary rooms in a shop can be so constructed that removal is simple and conversion to an automotive mechanics or other type of shop is inexpensively and quickly performed.



John Reagan Sr. H. S. Shop Layout—AUTO MECHANICS SHOP: 1. Valve Grinder; 2. Pin-hole Grinder; 3. Armature Grinder; 4. Drill Press; 5. Battery Charger; 6. Wheel Balancer; 7. Brake Drum Lathe; 8. Brake Shoe Reliner; 9. De-Greaser; 10. Wheel Aliner Machine; 11. Distributor Analyzer; 12. Master Motor Tester; 13. Work Benches; 14. Grinder; 15. Twin Post Lift. METAL SHOP: 1. Milling Machine; 2. Milling Machine; 3. Drill Press; 4. Lathes; 5. Drill Press; 6. Shaper; 7. Shaper; 8. Saw-Band-Metal Cutting; 9. Drill Press; 10. Grinder—Heavy Duty; 11. Grinder; 12. Anvils; 13. Forge; 14. Melting Furnace; 15. Welding Machine; 16. Soldering Furnaces; 17. Saw-Hack; 18. Compressor; 19. Instructor's Work Bench; 20. Grinder-Tool and Cutter; 21. Work Bench; 22. Layout Table; 23. Squaring Shears; 24. Roll Slip; 25. Brake Combination Former; A. Individual Class Project Storage Rooms; B. Hot Metal Area — Clay Fill. RADIO ELECTRIC SHOP: 1. Instructor's Work Bench; 2. Grinder; 3. Work Benches; 4. Drill Press; 5. Arbor Press; 6. Baking Oven; 7. Motor Generator Set; 8. Lathe; 9. Work Benches; 10. Work Bench.

Charles H. Milby Sr. H. S. Shop Layout—METAL SHOP: 1. Buffer; 2. Drill Press; 3. Milling Machine; 4. Lathes; 5. Drill Press; 6. Drill Press; 7. Shaper; 8 Shaper; 9. Grinder; 10. Heavy Duty Grinder; 11. Melting Furnace; 12. Forge Furnace; 13. Welding Machine; 14. Anvils; 15. Work Bench; 16. Saw-Hack; 17. Brake Combination Former; 18. Instructor's Work Bench; 19. Grinder Tool Cutter; 20. Milling Machine; 21. Grinder; 22. Saw Band; 23. Grinder; 24. Drill Press; 25. Soldering Furnaces; 26. Squaring Shears; 27. Roll Slip; 28. Layout Table. B. Individual Class Projects Storage; C. Compressor; D. Hotmetal Area — Clay Fill. WOODWORKING SHOP: 1. Cut-off Saw; 2. Shaper; 3. Drill Press; 4. Jig Saw; 5. Work Bench; 6. Belt Sander; 7. Scroll Sander; 8. Lathes; 9. Tool Grinder; 10. Mortiser; 11. Band Saw; 12. Variety Saw; 13. Surface; 14. Jointer; 15. Instructor's Work Bench; A. Individual Class Projects Storage. AUTO MECHANICS SHOP: 1. Drill Press; 2. Brake Drum Lathe; 3. Battery Charger; 4. Master Motor Tester; 5. Carburetor Analyzer; 6. Work Bench; 7. Grinder; 8. Degreaser; 9. Wheel Aliner; 10. Wheel Balancer; 11. Armature Lathe; 12. Valve Grinder; 13. Pin-Hole Grinder; 14. Brake-Shoe Re-Liner; 15. Twin-Post Lift.



Guidance Services for Seniors

LAURETTA MUNDT
Vice Principal, Central High School
Aberdeen, South Dakota

"IF YOU HAD THREE WISHES, for what would you wish?" This question was part of a general information, self-evaluation questionnaire completed by all students in Central High School, Aberdeen, South Dakota. A tabulation of the answers revealed the fact that many students, more especially the seniors, were immediately and vitally concerned with a choice of vocation and definite plans for a career. Typical answers were: "I wish I were established in some business," "I wish I had post-graduation plans," and "I wish I knew which college to attend." Apparent was the necessity for counseling, a more intense and systematic study of occupations and schools, as well as a thorough self-evaluation in the light of aptitudes, interests, abilities, limitations, personality, and school achievement, for each senior.

The faculty and administration of Central High has always been concerned with these needs of its boys and girls but, as evidenced by this questionnaire, additional help and information were found to be needed in order to prepare students to cope with post-graduate problems. For this reason, an intensive program of senior guidance was instigated. This program begins in the fall of the senior year for each student and culminates only when the school can no longer serve the pupil, whether or not it is 3 months or 10 years after graduation.

A cumulative record on each child aids the counsellor in learning something of the background of the student, for it is an accounting of his past school experiences, his social environment, and his scholastic achievements. To make this more currently valuable, each student is asked to complete a comprehensive questionnaire on his family background, his interests and hobbies, his study habits, his own personality traits, his work experiences, and his vocational interests.

Student-teacher conferences are emphasized at Aberdeen, South Dakota, Central High School.

A testing program helps the school to know more about each child and helps the student to know and to understand himself more thoroughly. Intelligence tests are given in the first, third, fifth, seventh, ninth, and eleventh years of school. Consequently, a comparatively accurate measurement of ability is available. In the junior and senior high schools, a mental test is used which makes available intelligence quotients in both language and non-lanugage areas. This is an asset in counseling both the student who is interested in college training and the one who is interested in apprentice type of work. Interest inventories, given once or twice while the student is in high school, help the counsellor to know the fields in which the interests of the students lie and to come to some appreciation of the intensity of these interests. While the value of the percentile rankings on personality tests are considered questionable by the counsellors in Central High School, the student's answers to the specific questions are considered highly significant in helping him to understand himself, to solve his own problems, and to evaluate himself in the light of personality qualifications in a certain vocation.

A general aptitude test measuring verbal reasoning, mechanical reasoning, clerical ability, numerical ability, abstract thinking, language usage, and space relationships is administered to all students in order that they may be guided into vocations where their specific aptitudes seem to lie. In addition a college aptitude test helps them to determine whether or not they have the scholastic aptitude necessary for doing college work. Standardized achievement tests in specific subject-matter areas are an aid in knowing the individual's level of academic achievement.

Character and personality descriptions are made once each semester by all teachers of students with which they work in both curricular and extra-curricular activities. The descriptions are recorded on the permanent record card and are used in regular counseling periods, as well as during the time a student is being specifically counseled in the vocational area.

Central makes a definite effort to incorporate guidance techniques into the curriculum. A part of the Modern Problems course, given in the senior year, is devoted to a study of sociology emphasizing especially family problems, social issues, and human relationships. Available also is a course, Home Living, which seeks to help students to become acquainted with such subjects as marriage, home and family problems, boy and girl relationships, community responsibilities, consumer buying, and home management.

Also included in the senior course in Modern Problems is an intensive unit on vocations. Students are given an opportunity to investigate thoroughly those occupations in which they are most interested. They

are encouraged to study the qualifications for workers in specific vocations, the advantages, disadvantages, training required, salary to be expected, possibilities of advancement, investment required to establish a business, places of employment, type of work done, and any other phases which seem vital. Available for research purposes is a file of vocational information, occupational reference books, and a well-stocked library of college catalogues. When these are not being used in the classrooms they are available at all times in an easily accessible place. Students are constantly being encouraged to avail themselves of the opportunity of using these materials. Other methods of vocational research include interviews with people in the work, visual aids, and work experience.

A Career Day serves as a culminating activity for this unit. Students are asked to complete a questionnaire on vocational choice. From the tabulations is derived a list of twenty to twenty-five vocations which are most often mentioned. These make up the various interests groups which are the core of the Career Day program. On that day, the school brings in an occupational consultant who speaks twice to the entire senior class on such subjects as "How to Choose a Vocation," "Planning Your Life's Work," "How to Apply for a Job," "Qualifications of a Good Employee." Each student is given the opportunity of visiting two or three vocational groups in which he is most interested. People from the community, successful in specific vocations, serve as speakers and consultants in these groups. They are conducted in an informal manner so that all students may feel free to participate and ask questions. Boys and girls help to plan the day and serve as chairmen, guides, and assistants in carrying through the program. Local people who serve as consultants are supplied, previous to Career Day, with a suggested outline of materials to be covered in order that they may supply the information desired and to aid them in planning their talks.

As a summarizing climax to all the guidance activities of the year, each senior has a personal interview with the counsellor regarding his occupational choice.

If problems are apparent, then plans are made for working them out. Often parents are called in to talk the situation over. If a financial problem presents itself, attempts are made to secure scholarships or loans for the student. Should the chosen work appear to be too difficult for the apparent ability of the student, he is helped to evaluate himself realistically. Should it not appear to be challenging enough to encourage him to give his best, attempts are made, too, to help him solve his problems. However, the school always serves only as a consultant—never making the child's decision for him and encouraging the parent, too, to help the child make up his own mind in this matter.

A follow-up program after graduation helps the school to determine the areas of work into which most of the students go, where the majority secure their training, and what they feeel the high school could do to more adequately serve its students. It also serves as a means of establishing closer relationships between the school and the community. This follow-up is conducted, in part, through a news-letter sent by the principal each six weeks period to the graduates of the previous year. In order to receive this, students must return a card sent with the first letter giving their present address and what they are doing. Needless to say, the response is gratifying.

To carry this program still farther, graduates of recent years are sent questionnaires at intervals of two or three years. They are given an opportunity to evaluate their high school experiences and to make suggestions as to how the school may more fully meet the needs of its students. It is from such information that at least part of the present guidance program has been developed.

To help its students understand themselves more thoroughly, to choose the right vocation for themselves, and to aid them so that they may live full and happy lives and better serve society—these are the basic aims of the guidance program at Central. Achieving this, the school will have accomplished the major objective for which it was established.

A dentist is questioned about his profession.

Student printers at work after school hours.

Family Life in the Homemaking Curriculum

MATTIE PATTISON
Professor of Home Economics
Iowa State College

HOME ECONOMICS education is only a part of family life education, but it is an important part. Other disciplines such as psychology, sociology, economics, and the biological and physical sciences contribute to education for family life, but the contribution of home economics is different from any of these. The unique contribution of home economics is the application of concepts and generalizations from many disciplines to the solution of problems of individuals as family members.

Home economists have given leadership in education for some aspects of family life such as nutrition, food preparation, clothing and child development. One reason for this leadership is a degree of agreement about the important problems, facts and generalizations considered in home economics classes. As they have studied chemistry, physics, psychology and art, progress has been made in selecting what was needed from each of these disciplines.

Accomplishments in teaching family relationships have not been as noteworthy. Home economists do not know enough about families. If they become as familiar with research about families as they are now with the physical and biological sciences, they can be leaders in family relationships too. They can become the kind of leaders who not only recognize the contributions of others to education for family life but also who can get from others the kind of help needed to make important contributions to education. As thinking is clarified, home economics teachers will be increasingly better able to plan cooperatively with other teachers without fearing competition for a place in the curriculum.

Study of families under the guidance of those familiar with research about families is one way to become much clearer about the problems of teaching home economics. For example, as a result of a family relations workshop, one home economics teacher, Pauline Dudley, decided that family relationships teaching should consider present conflicts with parents that girls in her classes recognized, but she did not know what these conflicts were. To discover them, she prepared two questionnaires from lists of difficulties girls reported they had experienced with parents, from other problems noted during class discussions, and from difficulties with daughters reported by mothers.

One questionnaire was checked by high school girls; a similar one was checked by mothers of the ninth-grade girls. She found that problems reported by the girls in grades nine and ten concerned use of money, clothes, dating, health, recreation and friends. These problems were discussed throughout the year to help students develop some skill in solving problems and some understanding and appreciation of the roles of parents in the parent-adolescent relationship.

Another teacher in the same workshop, Myrtle Mainquist, determined the amount of freedom boys and girls in one Des Moines high school thought that they had in making decisions about friends, money, hours, persons dated, and where to go on dates. She was surprised to discover such facts about the group studied as these: (1) when spending money was a regular allowance, boys and girls reported less freedom to make decisions about money than when it was received from other sources; (2) position in the family made no difference in the amount of freedom to make decisions reported by girls.

One member of the same workshop, Mae Westbrook, developed a questionnaire with a group of twelfth-grade girls by asking them how life would be different for them the following year and what questions they would like to discuss about each topic suggested. Student responses were organized into a questionnaire, and class members were asked to check the importance of each question without consulting anyone. Mrs. Westbrook explained that the opinion of each individual was important. The questions rated important by the girls were adequate in variety and scope to provide a framework for the course in personal-social living.

Last year Elizabeth Mitchell revised that portion of Mae Westbrook's questionnaire dealing with personal-social relationships for use with senior high school girls. She then sampled the vocational high schools in Iowa towns under 2,500 population and secured the cooperation of the home economics teachers in giving the questionnaire to their students. Thus, she determined the problems considered important to discuss by girls in the ninth, tenth, eleventh and twelfth grades of Iowa vocational schools.

The portion of Elizabeth Mitchell's questionnaire containing items about dating problems was revised by Jean Fackler for use with boys in Iowa towns over 4,000 population. All girls and boys in a sample of these high schools checked one form of the questionnaire.

These studies not only answered some questions about placement of problems in the high school but also suggested other problems that needed to be studied. At present a study is under way to determine which items in the dating questionnaire are considered important by girls enrolled in home economics classes in Iowa, regardless of the size of the town in which they live, and which problems are most important to girls in the various grade levels of high school. These data are desired because they can provide a framework for curriculum suggestions prepared for teachers.

Accompanying any materials prepared for teachers there will be the suggestion that teachers use this or a similar questionnaire as one basis for planning with students. When pupils select questions to be discussed, interest in learning to answer them can be assumed. Cooperation of Iowa teachers in studies to discover problems in personal-social living recognized by high school pupils has resulted not only in answers to curriculum questions but also in a questionnaire that can be used by others in their teaching.

In this paper some research in one institution has been described briefly for the purpose of illustrating one kind of development in family life education that can help home economics teachers in curriculum planning.

VITAL ASPECTS OF . . .

Life Adjustment Education

DR. CHARLES W. SYLVESTER
Assistant Superintendent of Schools
Baltimore, Maryland

LIFE ADJUSTMENT EDUCATION was launched in 1945 with definite objectives in mind. Many conferences and work sessions of representative educators have been held many times, yet accomplishments so far leave much to be desired. A number of school systems have undertaken in a forceful and understanding manner to attack the problem, but up to the present time only a few states have made real headway. Several have talked about it, but many states and communities have done nothing.

Some educators, especially college professors, have openly condemned the project, or minimized its importance. This attitude shows little regard for the average human being or for his real needs, and especially lacking is the interest in the youth of the land of high school age who need a more realistic and practical program of education than the customary college preparatory offerings or vocational training for the skilled occupations.

The Prosser Resolution of June 1945, which called for a program of Life Adjustment Education for youth, was as follows:

IT IS THE BELIEF of this conference that, with the aid of this report in final form, the vocational school of a community will be better able to prepare twenty per cent of its youth of secondary school age for entrance upon desirable skilled occupations; and that the high school will continue to prepare twenty per cent of its students for entrance to college.

WE DO NOT BELIEVE that the remaining 60 per cent of our youth of secondary school age will receive the life-adjustment training they need and to which they are entitled as American citizens—unless and until the administrators of public education with the assistance of the vocational education leaders formulate a similar program for this group.

WE THEREFORE REQUEST the U. S. Commissioner of Education and the Assistant Commissioner for Vocational Education to call at some early date a conference or a series of regional conferences between an equal number of representatives of general and of vocational education—to consider this problem and to take such initial steps as may be found advisable for its solution.[1]

In order to avoid misinterpretation and misunderstanding, the resolution has been reworded with the approval of Dr. Prosser, and now reads as follows:

IT IS THE BELIEF of this conference that, with the aid of this report in final form, schools will be able better to prepare for entrance upon desirable skilled occupations those youth who by interest and aptitude can profit from such training.

WE BELIEVE that the high school will continue to improve its offerings for those youth who are preparing to enter college. In the United States the people have adopted the ideal of secondary education for all youth.

AS THIS IDEAL is approached, the high school is called upon to serve an increasing number of youth for whom college preparation or training for skilled occupations is neither feasible nor appropriate.

THE PRACTICAL PROBLEMS connected with the provision of a suitable educational program for this increasing number are so great and the schools to date have had comparatively so little experience in this enterprise that the problem merits co-operative study and action by leaders in all aspects of secondary education.

WE BELIEVE that secondary school administrators and teachers and vocational education leaders should work together to the end that the number of attempts being made in secondary schools to meet this need will be greatly increased and to the end that the pronouncements made in recent years by various educational groups which are suggestive of needed curriculum patterns will receive increased study and implementation.

[1] "Vocational Education in the Years Ahead," U.S. Office of Education.

The rewording may have certain improvements over the original resolution, but certainly the meaning or the purpose of the original resolution has not been improved. The original resolution was made on behalf of a large group of youth in America who are in need of help. The challenge is a vital one for all educators. Much is said about education serving all of the children of all of the people, but this trite statement has become commonplace. There are many high-sounding terms being used and much talk of extending general education and delaying specialization. This beclouds the issue. How long specialization can be delayed is very questionable, because so many of the public school children leave school before acquiring a reasonable amount of general education and very little, if any, education which fits them for employment.

Life Adjustment Education is no doubt good for all youth, and no one advocates the denial of this kind of education which will be helpful to all youth. Just why the spreading of the objectives of Life Adjustment Education at this time is necessary, however, is hard to understand. Specific attention must be given to the youth in the so-called "60 per cent group." This includes the unadjusted, the uninterested, the discontented, the misfits and the non or mediocre achievers.

There is little hope for this large unadjusted group as long as most high schools continue to be dominated largely by the desire to prepare youth for entrance into college, regardless of the small percentage of youth who will pursue higher education.

There is a great need to clear many administrative objections to the Program of Life Adjustment Education and bring about a philosophy that all children are important. Good teachers are needed who are genuinely interested in the "fellow that needs a friend." Attractive courses, adjusted to the working ability of students, the majority of which should have definite job objectives, must be made available. Suitable buildings, modern in every respect, with adequate, complete shops and laboratories, are a "must" to the success of this program. The goals of the present secondary schools are not the goals which can ever be reached by many of the youth in the "60 per cent" category. The goals and the offerings are not attractive in the eyes of these youth. They are not interesting, have little meaning, and beyond that are not achievable.

The in-service training of teachers covering the problems, the understanding methods and objectives of life adjustment education is a very great and imperative need to the success of the program. Teachers must be fully acquainted with child development and be actually interested in boys and girls who make up the "60 per cent group." They must also understand the fields of employment in which these children will find interesting work. The occupations which these youth enter, even though generally recognized as lowly or of low grade variety, must be looked upon as worthy and often indispensable to the communities in which people of every type live.

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The public secondary schools of America must face reality. They must realize fully the plight of youth who leave schools too early with too little education. Most educators know that what has been offered up until the present time has been ineffective for a majority of the youth. Not more than 10 or 20 per cent will go to college and only 25 to 30 per cent will complete high school. Fifty per cent in some communities or more will leave school before the 10th year. These youth are not ready to earn a decent livelihood and, therefore, not ready to live as good citizens.

In addition to general education as good as it is, and it is good—even indispensable—every person must have vocational education of some level, some type, and through some training program in school or out of school.

There must be more flexibility for youth in the selection of schools, courses, or subjects. Much of the nonfunctioning subject-matter must be eliminated as far as this group is concerned. It will be necessary to provide attractive, usable and achievable subjects and curricula. New type schools, perhaps with an entirely "new look," should be considered. There is great need for providing grown-up facilities for grown-up youth. A complete and effective counseling service is a "must" in this program. Counselors of experience in teaching or other phases of education who have had work experience in one or more occupations are vital to the success of the Life Adjustment Education Program. Mental capacity, interests, and abilities must be determined for each pupil insofar as possible. It is necessary to have a "top-notch" Aptitude Testing Service for this purpose.

Children are required by law to remain in school up until at least 16 years of age. Furthermore, employment practice for new workers calls for youth in the upper teen-age groups. This means more years to remain in school in many places. It is true that the majority will do work which requires little training, but is there any reason why they cannot be given an attractive, interesting type of education in school—shop or laboratory experience—for the sake of interest if not for any other purpose? While there should be a reasonable proportion of good old academic or the three "R" subjects, why require these students to submit to the same or slightly modified traditional program of general education? Why increase their resentment toward education? It is quite possible that, through attractive and achievable education, some pupils may emerge as geniuses at some craft or highly skilled occupation, or even in one of the professions. Certainly all such children will be prepared for life's activities agreeable and suitable for them.

All children can be educated and trained for some kinds of work. School people should have the ingenuity to plan the types of education for the children in the "60 per cent group" which will mean success and happiness for them in the work-a-day world. The youth of low ability, mental capacity and aptitude should be trained for the jobs they can do.

A multi-level program of vocational education can be very effective in the preparation of boys and girls for multi-level occupations from the low grade levels to the skilled levels. The total job of Life Adjustment Education is the responsibility of both general and vocational education services. It is hoped that the combined educational forces will work to the end that all youth will be adequately served.

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Whither Related Instruction?

BENJAMIN J. NOVAK, Instructor
Murrell Dobbins Vocational-Technical School
Philadelphia, Pa.

THE ATTENTION given to that portion of vocational instruction called the related subjects has for a long time been inadequate, and probably has always been since the beginning. In any event, the passage of time has not lessened the need for a solution of problems that are associated with this phase of vocational education.

It is significant that little pertaining to related instruction is to be seen in the programs of the AVA conventions, the professional literature, and in vocational teacher training programs. Reasons for this apparent neglect are suggested as this paper develops. It is assumed that there is agreement on the fundamental importance of the related program. Furthermore, strong evidence exists to indicate that the matter is beset with some of the most difficult and baffling complexities, both theoretical and practical, in the whole of vocational education.

Mathematics, science, and drawing are generally considered as falling within the sphere of related instruction. Sometimes the remainder of the non-shop program (English, social studies, health education, music, etc.) is loosely included under the heading, although usually such instruction is given the name *general subjects*, or *academic subjects*.

Whenever discussion is begun on the philosophy of related instruction there sooner or later appears the presumably irreconcilable impasse between those who say that the related subjects must contribute only to mastery and efficient practice of a trade, and those who claim that related work should serve a broader educational purpose. Which of the opposing philosophies should operate depends upon a multiplicity of factors. Some which must be considered are: maturity of student, previous education, immediate and future vocational and life needs, and student interests and aptitudes.

Students who enter full time vocational education programs at the normal age of 14 or 15 have educational needs which differ in many respects from those of more mature persons. Although students in vocational courses are supposed to have made a specific vocational choice which is expected to be permanent, the fact is that this often is not true. A careful and sustained follow-up of the young vocational school graduate would shed more light on this matter. It is unfortunate that modern vocational education has passed much of its existence in "abnormal" times of depression and war, making reliable inferences for "normal" conditions difficult.

Another complicating factor is the question as to how much provision should be made in instruction for aiding students to be more successful in adjusting to shifts in jobs and in gaining promotion to higher positions. It is argued by some that one of the main tasks of in-school vocational education is the preparation of superior students for foremanship and other industrial leadership. The prominence of this aim will depend on the interest and aptitude levels of the students in question. It is unlikely that there are many unit trade classes in which all the young students are of foremanship caliber, neither is it probable that there are many groups in which there are no students who should be encouraged to aspire to industrial leadership. It seems desirable to make either incidental or planned provision for young students in vocational courses along these lines. It may well be said that leadership qualities are developed more by the learning process, especially in the shop situation, than by specific content. Actually both are needed.

Aside from strictly vocational preparation of the adolescent, provision must be made for cultural, civic, and other developmental needs of young people. It is said by some that these are met adequately by the general education program including English, social subjects, physical education, and activities in music, athletics, and clubs. It is to be doubted that the objectives and content of related subjects and general education subjects can be very sharply differentiated. The related content and instruction for young people must recognize general adolescent needs, just as the general education subjects must keep in mind vocational adjectives. Vocational school graduates must not be so narrowly specialized vocationally that they shall be inflexible and undeveloped in other traits needed by a well rounded person.

Recently an appreciable number of day vocational graduates are being admitted to colleges and universities. In some school systems students are permitted to choose between a roster of classroom subjects (science, mathematics, and drawing included) of academic college preparatory type, or a non-college preparatory classroom and related subjects program. Some colleges are admitting without condition graduates of regular, non-college preparatory vocational programs. At this stage, at least, it appears that any college preparatory function of vocational education should be secondary and largely incidental.

Day School Programs

The following might be suggested as objectives for related instruction in day school programs of vocational education for adolescents: provide the tools needed for working in the trade; develop an understanding which will permit the safe and efficient performance of trade operations and processes; supply an understanding of industries related to the specific vocation; to understand industrial organization, industrial relations, and the working world; to develop intelligent and self-directing citizenship, constructive leisure activities, and good consumer attitudes; to prepare capable individuals for industrial leadership and foremanship.

It is desirable to try to meet most or all of these ob-

jectives with adolescent students. Instruction for more mature persons usually has more limited or more specific objectives, depending upon the needs expressed and observed. It is fortunate that interest in shop can be utilized as a strong motivating force in other learning. The skillful related subjects and classroom teacher will do well to employ this force, without neglecting the other less apparent educational outcomes.

Problems in Administration and Personnel

Vocational school programs present numerous involved problems in administration. Where the program is small, and part of a general high school, the vocational students often join the regular high school students in their general education subjects. The related subjects are usually taught by the shop teachers. In these small programs the shop teacher must provide both shop and related instruction to students on all the grade levels within the trade;—a tremendous task.

In large vocational schools there usually are offered many trades, the related and classroom instruction is handled by specialized personnel who are not the shop teachers. The related subjects teachers are generally subject specialists who have had a prescribed minimum of industrial experience. There is presented the administrative alternative of having the individual related subjects teacher instruct all the grade levels of one or two trades, or having him teach students in a greater number of more or less related trades on a single grade level.

Great difference of opinion exists as to whether better educational results follow related instruction by the shop teacher, as contrasted with teaching provided by a full time related subjects teacher. Whatever their comparative merits, both of these practices are established and are in active operation. The shop teacher usually is preoccupied with shop repsonsibilities and consequently tends to limit and restrict the related instruction for which he is responsible. Typically there is little supervisory or other help provided to assist in developing courses of study and obtaining equipment and physical facilities. The full-time related subjects teacher in most cases works without much direct supervision, since department heads are the exception rather than the rule. The coordinator, where this position exists, frequently has little time for classroom supervision and shop and classroom coordination. The principal and other administrative personnel have even less time for this responsibility. The administrative and supervisory personnel, being invariably shop specialists, are understandably "not at home" in the related and classroom subject fields, even if their overcrowded schedules would permit attention in these directions.

The problems peculiar to related and classroom instruction as contrasted with the shop matters cannot be understood and approached intelligently without experience, study, and careful observation. This is too rarely possible under contemporary circumstances.

As conditions now exist, the related subjects and classroom teachers have no administrative authority, nor can they aspire to any position other than that of the classroom teacher—with very few exceptions—notably in New York City. The classroom side of the program receives very little supervisory and coordinative attention, yet is not able to place personnel from its group in positions where such initiative can be taken. Here, then, is a complete constriction in which a body of teachers assumes responsibility for 50 per cent of the instruction in vocational schools, yet may never—unless they are journeymen in a trade—expect to fill a position with administrative or supervisory functions. The inevitable result has been an absence of leadership, interest, and achievement in the related and general subjects fields, and a by-passing or abandonment of vocational schools by many competent and properly ambitious, in favor of other avenues in which material advancement is possible. It is said that the greatest service is in the classroom. It may also be added that the service in the classroom is bettered by administrative and supervisory services of the proper type—such is the justification for their existence.

No organization on any significant scale exists of related subject or vocational classroom teachers, or of persons in general who are interested in related subjects problems. There always is the danger that such groups will become pressure or special interest bodies which may distort related instruction out of its true perspective as only one part of the entire vocational program. Such groups may, however, awaken the interest and leadership which are so sorely needed.

A Need for Careful Planning

Even interested observers admit that meetings hitherto attempted in the field of related instruction have nearly always failed. They were poorly attended, and in the majority of cases have been shattered upon the rock presented by the apparent dilemma of broad versus narrow trade objectives, each defended to the last by its partisans. Programs must be carefully planned under competent auspices in order to avoid these pitfalls. With administrators preoccupied elsewhere, and the related subjects teachers themselves lacking authority and opportunity for advancement, great efforts are required to overcome the existing inertia and dangerous apathy.

Whither the Future?

Up to the present, related instruction has been comparatively neglected, lacks leadership, is hazy in philosophy, and is headed in no discernable direction.

The following are suggested as approaches for coping with the situation:

Devote some sustained attention to related instruction—its philosophy, content, and leadership in the American Vocational Association—both in the permanent organization and on convention programs.

Provide more adequate administration and supervision of related and classroom instruction.

Permit opportunities for advancement of related subjects and general education subjects teachers in vocational schools.

Devote more attention to related instruction in vocational teacher training programs. What should be the organized training of a related subjects teacher?

Provide improved facilities, opportunities for curriculum development, and more careful rostering of related teaching.

Cleveland Offers . . .

S. EVA WINGERT, Principal
Jane Addams Vocational High School
Cleveland, Ohio

Training for Dental Assistants

OUR CHALLENGE as educators is to fulfill our responsibility of aiding students in securing necessary competencies to adjust successfully to the ever-changing situations in our complex social world. We are ever alert to the needs of our respective communities to determine if there are occupational areas in which a new kind of training is required. We discovered one of these needs in Cleveland, and Jane Addams set about to meet it.

In November, 1945 the Cleveland Dental Assistants' Association asked the Dental Society for its support in getting a training program organized. Through a committee made up of the President of the Dental Society, two dentists, a representative of the Dental Assistants' Association, and the principal of the school, rules and regulations were formed and an outline of the course of study was made.

Why did Cleveland launch such a program? For two reasons. First, its dental profession was concerned about the shortage of trained assistants. Second, it wanted to develop aides capable of serving any dentist's office.

The plan involves cooperation on the part of the Dental Society, the Cleveland Dental Assistants' Association, the Cleveland Board of Education, Western Reserve University School of Dentistry, Jane Addams Vocational High School, and the city's clinic for indigent school children. Those eligible for enrollment include selected high school senior girls and high school graduates under 21 years of age.

Before they are accepted, school records of applicants are carefully examined to determine whether they possess the aptitude and personality for successful careers as dental assistants.

The school was very fortunate in securing an instructor who had ten years of experience as a dental assistant. Professors of dentistry, as lecturers, are supplied by the Western Reserve Dental School.

The thirty-seven weeks' course is divided in three parts. The first ten weeks the students remain in school all day, and during this time many mornings are spent at the Western Reserve Dental School for lectures and practice in use of equipment. The next seven weeks combine theory and practice in school in the mornings and at the city clinics for indigent school children in the afternoons. Here there is an opportunity to observe practical dentistry and gain experience in handling children as patients. The last twenty weeks combine mornings in school and afternoons in apprenticeship in dentists' offices under the supervision of experienced dental assistants.

Before the first class was organized in September 1947, the committee sent a form letter to members of the Cleveland Dental Society, announcing the program and stating that the first apprentices would be available for part-time employment by December. Each dentist was invited to participate, provided he could meet two requirements: (1) an agreement to pay his apprentice at least fifty cents an hour for a "normal work period of four or five hours per day" for a six-months period, and (2) a guarantee that he had in his employ one or more female dental assistants or nurses.

The dentist who takes in an apprentice is not obligated to offer her full-time employment at the end of her six months' apprenticeship. If he likes, he can release her for duty with another dentist. The trainee is not obligated to remain with the dentist under whom she served her apprenticeship.

A few factors which should not be overlooked in developing a course such as this are: (1) equipment which is necessary for a rich and complete training; (2) qualified instructors; and (3) flexible curricula which meets the employer's demands.

In Cleveland we do not profess to have attained Utopia in our Dental Assistant program, but the favorable reaction of the dentists and the Dental Association has brought us great satisfaction.

Dental Assistants in Training at Jane Addams Vocational High School.

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WE KNOW WHERE WE ARE GOING

EMIL H. ROHLFS, Coordinator
Normandy High School
St. Louis County, Missouri

"WILL THERE BE anything else, madam?" A teen-ager, poised and interested in selling, smiled winningly as she wrapped a package and handed it across the counter of a large department store. Accompanying the shopper's flash of pleasure in her manner was a disturbing feeling that the girl ought to be in a classroom with others of her age.

In a west end garage, a man calling for his car was met by an oil-smudged boy in overalls who grinned and said authoritatively, "She's ready to roll, sir."

About 17, the car owner judged, and thought of asking why the lad wasn't in school. But something checked the question and, instead, he paid his bill and drove away, taking care to preserve a man-to-man attitude.

Surprisingly enough, if these young people had sensed the unasked questions, they would have responded eagerly, "We are in school. These are our classrooms."

Many boys and girls, 16 years old or older, are now taking occupational training under the ingenious plan of Diversified Occupations, which extends their school's laboratories into the industrial plants, offices, garages, retail stores and other business establishments of their community. Students earn at least the prevailing minimum wage paid beginners and are eligible for raises if they prove satisfactory. One coordinator reported that his thirty Diversified Occupations students earned over $28,000 in one school year in addition to earning their high school credits.

It is the coordinator's job to teach the general related material common to occupational life and to give related instruction in the various occupations. For the related material pertaining to the various occupations, we have prepared individual study guides and assignments in the occupations in which we have the most students enrolled. This intensely practical on-the-job cooperative training places students directly in successful full-time employment after graduation. One coordinator reported, "Of my last year's graduates, 80 per cent went into immediate full-time employment, either at their place of training or in a related occupation."

Another said, "Besides the occupational experience, cash and academic credit, these boys and girls derive additional benefits in the way of character and personality development."

Many Diversified Occupations students go on to college. Their Diversified Occupations credits are accepted by institutions of higher learning and are at a decided advantage in college courses related to their chosen occupation. The improvement in the school work of Diversified Occupations students clearly demonstrates the educative value of cooperative job training. When job training starts, school grades go up. English and spelling may seem useless and uninteresting in themselves, but English and spelling to hold an office job have meaning. The application of academic subjects to work situations becomes clearer.

The satisfaction of employers, co-ordinators, past graduates, and parents points to an expansion of Diversified Occupations in Missouri. In developing the greatest asset any community has—its youth—Diversified Occupations is producing solid results.

VOCATIONAL-TECHNICAL EDUCATION IN THE UNITED STATES

LYNN A. EMERSON
Professor of Industrial Education
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Ithaca, N. Y.

WHAT do we mean by vocational-technical education? Perhaps as good a definition as any is that it is education which is vocational in objective and technical in content. It is designed to prepare persons for, or upgrade them in, technical occupations which do not require engineering school graduation. These occupations include such groups as engineering aides, technical specialists, technical production and maintenance supervisors, and special combinations such as technology and sales. Positions in this field are now filled by persons who got there through varied and often devious routes of training. They are frequently referred to as technicians.

The educational institutions which offer curriculums for this field are of many types. Technical high schools, technical institutes, junior colleges, trade schools, university extension services, and training programs in industry are represented. The educational program may take the form of full-time day instruction, cooperative programs, evening classes, and correspondence study. Some institutions restrict their offerings to the training of technicians. Others include greatly varied offerings. In some, the vocational-technical education is only a small part of the total program.

Some technician training programs are found among the offerings of four-year colleges, operating side-by-side with the degree granting curriculums. In some schools the bulk of the offerings are trade training curriculums, with here and there a program of vocational-technical character. In the junior colleges, the technician programs parallel the "lower division" or "transfer" programs whose students expect to go on to the senior college. Often these junior colleges also have programs of trade training.

How does one identify a curriculum as of vocational-technical character, as contrasted with trade training programs on the one hand, and engineering colleges on the other? I have found no clear-cut, fool-proof method of distinguishing vocational-technical training from trade training, although I find myself classifying programs to a certain degree. Some are clear cases. The mechanical technology programs in the institutes in New York State seem to me to be definitely vocational-technical in character. A body and fender curriclum, or one in brick-laying, on the other hand, appears to me to be of trade type. But I am not quite so sure about radio, especially when the curriculum includes both radio set repair, and radio transmission and television. These latter programs appear to be technical in character, and especially so when considerable laboratory work is included to teach principles rather than mere routine checking of sets and the replacement of parts.

One criterion I use is the extent to which the curriculum requires the use of instruments of varied and complicated character. If the program stresses the development of technical skill—the ability to skillfully use technical knowledge in varied situations—in contrast with the development of skills of manipulative character which are not necessarily accompanied with technical skills, my appraisal is that the program is a technical one.

But engineering programs stress technical skills also. The differentiating factors here usually are the comparative breadth of the curriculums and the longer time-factor of the engineering programs. The extent and amount of basic science and mathematics is another criterion, with engineering curriculums going far beyond those of vocational-technical type. Usually the latter type of program has more content of applied character, with specific rather than broad industrial applications. Sometimes the vocational-technical curriculum may go deeply into a narrow sector of a given field, and in this sector the graduate of this curriculum may know more about this field than the engineer.

Perhaps our best approach to this whole problem is not to worry so much about classifying the various offerings into trade, technical, or engineering categories; but to concern ourselves with the needs of industry and of persons in the geographical area we serve; and to provide the best possible educational programs in whatever type of institution seems best fitted to do the job. What, really, does it matter whether the institution is a trade school, a technical institute, a junior college, or some other type of institution, which offers the vocational-technical curriculum, so long as that curriculum grows out of the needs of industry based upon clear cut occupational analyses?

During this last Spring it was my privilege to visit more than sixty educational institutions, and to confer with state officials in several states. The purpose of the trip was to get a better picture of vocational education programs, especially those of vocational-technical character. The itinerary started in Virginia, and in general followed the border states of the country, with the last visit in Wisconsin. To see the most vocational-technical education in the fewest miles, I perhaps should have confined the trip to the states east of the Mississippi and north of the Ohio rivers. In the S.P.E.E. Study of Technical Institutes, Spahr indicated that most of them were located in this region. Leo Smith's Annual Survey of technical institutes confirms this, as his latest survey shows only twenty-three outside this region as compared with nearly sixty within it. But I was already familiar with a number of these institutions in the Northeast, and wanted to see what was happening in the South and the West. I found much of interest.

One of my first observations is that the name of the school tells you relatively little, and often its catalog doesn't show what its program is really like. One has to visit these schools, talk with the administrators, see the shops and laboratories, and watch the students in

action. It would be desirable, in certain ways, if school names could give true indication of curriculum offerings. This is difficult in certain types of institutions which have a wide range of offerings, such as Long Beach City College. The variety of names indicates lack of standardization of definitions. A specific title means one thing in one area, and something entirely different in another. Until some generally accepted definitions prevail, we shall continue to have similar labels for widely different school programs. And we shall continue to have varied titles for schools offering somewhere in their total programs, curriculums which are very much alike. For example, trade courses are found in such schools as: Manassas Technical School, Tyler Junior College, Dallas Vocational School, Fort Worth Technical Institute, Orange Coast College, Long Beach City College, San Jose Technical High School, University of Houston, Spokane Trade School, LaCrosse Adult & Vocational School.

The term "technical institute" seems to be growing in popularity in school titles. It means very different things to different people. In one institution it may connote a post-high-school program for the training of technicians which is approved by the E.C.P.D. In another institution it may mean a school where any adult can learn anything he wants. Its growth in popularity appears to stem from the added prestige it gives to the school which previously was called a trade or vocational school. Frequently we see the title "trade-technical school." In some cases one notes the transition in school names from "trade school" to "trade-technical school" to "trade-technical institute," or similar titles. Perhaps this is evidence that many of the trades are becoming more technical in character, and that training of technical character in new fields is being added to the programs.

The administrative pattern of institutions offering vocational-technical education varies widely. Many local trade schools operated by cities offer some vocational-technical work, especially in their evening classes. Some schools of the "area" type offer such programs. Perhaps the North Dakota State School of Science, or the North Carolina Vocational Textile School, are in this category. Some state colleges have branches offering vocational-technical work, such as the Southern Technical Institute at Chamblee, Georgia, which is a part of the Georgia Institute of Technology. The junior colleges are playing an increasingly important part in this field, many of them serving districts somewhat larger than the strictly local community. Some colleges and universities include on their campuses curriculums of vocational-technical character, such as the University of Houston, California State Polytechnic College, and San Jose State College. Some training programs in industry, such as the apprentice school of the Newport News Shipbuilding Company, are definitely of vocational-technical type. And of course we find many separate schools, proprietary and non-profit making, which are given over solely to vocational-technical education.

In the South and the West the age and grade level of vocational-technical education appears to be largely of adult or post-high-school character. In the Northeast we find many technical high school programs, preparing students of high school age for vocational-technical positions. Little of this type of education was observed on my recent trip. Significant also is the trend toward higher age and grade levels for trade training. Most of this training in the South and the West is in programs for adults and for high school graduates. About two-thirds of the trade classes in California, for example, are found in the adult trade schools and in the junior colleges.

The junior college is becoming increasingly interested in trade and vocational-technical education. The junior college in America started out as an institution designed to provide only "lower division" or "transfer" curriculums, for students who wanted to stay at home and get their first two years of college education. They have branched out into other areas, and in some sections such as Texas and California, their programs include much trade training and some of vocational-technical character. In California, in 1948-49, one-third of the day trade classes, and one-third of the evening trade classes in the State as a whole, were offered in junior colleges.

The President's Advisory Committee on Education made strong recommendations for the development of community colleges, including a wide range of programs of vocational character. If such institutions develop throughout the whole country on a large scale, it may have significant impact on programs of trade and vocational-technical nature. In the fall of 1947, California had 55 junior colleges, with a total enrollment of 61,000 day students, or one junior college student for each 2.55 students in the 11th and 12th grades of high school.

One indication of junior college interest in vocational-technical education is the development of a junior college section of the American Society for Engineering Education. The recent study of junior college terminal education, including much of vocational character, by the American Association of Junior Colleges, is also indicative of interest in the vocational fields. Significant also is the extent to which the junior colleges have entered the field of related training for apprentices. And one notes with interest the recent change of name of the Frank Wiggins Trade School to the Los Angeles Trade-Technical Junior College.

Degree granting programs in industrial technology are emerging in certain institutions. This development may have some impact on vocational-technical education. Operating programs leading to the degree of B.S. in Industrial Technology, or similar titles, are now found in California State Polytechnic College, San Jose State College, LeTourneau Technical Institute of Texas, and Tuskegee Institute. These curriculums are four years in length and include much practical shop work, as well as applied technology. They differ considerably from the common pattern of the engineering college. These programs may provide some direct competition with the two year programs of technical institute character. They may also provide a valuable source of teachers for technical institutes.

What are some of the highlights of vocational-technical curriculums found in the South and the West? It is difficult to pick out typical examples, for one is liable to overlook a good program and emphasize too strongly a poorer one. Some of the programs operating today are unquestionably technical in character. Others might be questioned as to the extent of their technical nature.

There is considerable interest throughout the country in vocational-technical education. Programs appear to be growing slowly but steadily. Administrative patterns are developing in accordance with local conditions. Technological change is bringing increased technical content into former trade programs. Institutions previously concerned with other types of training are entering the vocational-technical field. The professional literature is growing. The future looks promising.

A Supervised Farming Program in Unionville, Virginia

ROBERT E. TAYLOR
Unionville, Virginia

THE UNIONVILLE AGRICULTURE DEPARTment, established in 1926, is located in the center of Orange County, on the piedmont plateau of Virginia in a general farming area which has, as its major enterprises, wheat, corn, dairy and beef cattle, and poultry.

Fully three-fourths of the county is rolling with the more important agricultural soils belonging to the Davidson, Nason and Tatum series. Results of a recent survey reveal that about 20 per cent of the 240 boys who have enrolled for training were established or have entered an occupation allied with farming. Normally there are about 25 boys in the FFA Chapter, a nucleus around which to center the supervised practice program.

The chapter owns a number of registered gilts that are placed with members of the pig club chain on contract to return pigs at farrowing time for boys the following year. Each year the chapter purchases a registered boar, for breeding purposes, from an outstanding breeder. Last fall, Joe Kube was selected by the group to keep *Advancer*, one of the chapter's outstanding sires of Black Bomber breeding. Joe was chosen because of his management practices and the accessibility of his farm in the area. The boys are not only interested in breeding their own gilts and sows, but they also improve hogs in the community by loaning their sires to neighboring farmers. At present, the boys own 12 registered Poland China gilts.

The Unionville FFA Chapter lays considerable emphasis on general farm practices. During the past year, Kenneth Martin, third year boy, joined the 100 Bushel Corn Club by planting his corn on Nason soil and carrying out the improved practices recommended by the experiment station. The yield was 94.3 bushels per acre. In addition to the corn enterprise, Kenneth carried 3 acres of barley, 2 acres of oats, 1 gilt, and 1 heifer. Production of each enterprise presented a challenge to put as many of the improved practices into use as possible.

A local bank cooperates well with the FFA group and, since some of the boys are not in position to finance their enterprises alone, the bank made a loan last year to James Dodson, a junior, who lives on a small farm. James began his project on May 19 by purchasing 3 Poland-China pigs, weighing about 60 pounds each. As the loan had made it possible for James to have complete ownership and management of the pigs, it was up to him to make the venture a financial success. The goal was 140 pounds each in 90 days. After worming the pigs, he put them on pasture with a ration consisting of ground barley, corn, and protein supplement.

A snapshot of Robert Nixon and his self-made workbench.

On August 9, the 3 hogs were marketed at 197½ pounds each for a sum of $136.28. A labor income of $48.47 was declared after deducting the total charges which included cost of the pigs and feed.

The corn war existing between Virginia and North Carolina during 1949 created much interest among FFA students at Unionville. In particular, Sonny Green, a junior, showed much enthusiasm. He studied carefully the recommended practices and found that heavier applications of fertilizer were profitable. Without a doubt, Sonny's goal of 100 bushels per acre was accomplished, and he contributed substantially to the defeating of North Carolina in the corn-growing contest. During his three years of Vocational Agriculture, Sonny has continued to keep informed on the improved practices in the production and marketing of his many enterprises, but at the same time he has been careful to keep the program balanced with crop and animal projects. His enterprises have increased in number and scope from three in his freshman year to six in his junior year. This year Sonny's program consisted of 1 registered Holstein cow, 1 registered Holstein calf, 5 fat pigs, 2 acres of oats and 2 acres of hybrid corn.

The following case shows what Robert Nixon is doing two years after leaving the Unionville department. The first summer after graduation from school, Bob carried out his enterprise work—10 acres of corn, 2 sows, 1 heifer, 1 calf, 2 ewes, 6 fat hogs, 3 acres of oats, 5 acres of forestry, and 10 acres of wheat; spending about 866

(*Continued on page* 23)

The Common Denominator Is *Guidance*

MARY J. DRUCKER
Assistant State Supervisor, Guidance Service
Division of Vocational Education
Ohio State Department of Education

THERE IS A STORY about the farm hand who was asked to go to an agriculture conference but said he couldn't because he got so much larnin' it interfered with his doings and he wasn't going to get any more larnin' until he got caught up with his doings.

This might be true of the relationships between vocational guidance and vocational education, as much has been "larned" about the subject but so little "doings" have been the result. We in Ohio think we have one of the answers and, while the results may not be immediate or spectacular, the groundwork has been laid for a real program of mutual understanding and cooperative effort.

In the spring of 1949 the staffs of each section of the Vocational Education Division of the Ohio State Department of Education met in separate conferences with the staff of Guidance Services. The major problem for consideration was: "What has Guidance Services in common with other Vocational Education Services; and, where can additional services be rendered by guidance which would make more effective the vocational home economics, agriculture, distributive education, and trade and industrial programs and give more assistance to teachers and students in these programs throughout the state?" As each meeting took shape, and in retrospect, it was found that certain problem areas existed which were common to all the Vocational Education programs and with which Guidance Services might be identified. These areas were as follows:

The Need for Surveying Adult Needs in the Community. It was agreed that techniques needed to be developed in: (a) the conducting of a community occupational survey, (b) the use of such survey information to determine areas in which vocational education or curriculum change is neeeded, and (c) facilities for continuous study of the survey information and for follow-up surveys as needed.

In-Service Training of School Personnel. It was agreed that there is a need for a program of in-service education to interpret the specialized vocational education programs and their requirements to all teachers and administrators.

In-Service Training for Vocational Education Teachers. In this area the need was emphasized for interpretation of occupational information and its relation to each of the vocational education programs plus the use of occupational information in trade and industrial, home economics, agriculture, and distributive education.

The Vocational Education Teacher as an Auxiliary to the Guidance Program. It seemed that in order to make the vocational education teacher a vital part of the guidance program and a so-called supplementary counselor, it was necessary to develop instruments of guidance for his or her use in the adjustment of students in the classroom. In addition, the development of guidance activities which vocational education teachers might perform in the total school program needed to be outlined, in order that it might serve as an outpost for the counselor.

Follow-Up Studies. Another area of need expressed was the determination of results of the vocational training, the reason for drop-outs, and the need for curriculum change in vocational education courses. It was agreed that materials should be developed so that the vocational education instructor in any of the areas might be carrying on such studies or might assist where the school has such research in progress.

Selection for Vocational Training. In all of the conferences, this area was probably stressed more often than any other. There was a feeling that more assistance was needed in the development of criteria, guidance tools and techniques, tests, and other methods. This would insure more adequate selection in the high school for the individual programs than is now in existence. Ohio is at present carrying on research in this area particularly in the Trade and Industrial courses in the use of the United States Employment Services' General Aptitude Test Battery in the tenth grade. However, since this research will not be completed for two years it is hoped that other practical methods of selection may be developed, especially for the other courses.

Each State Supervisor agreed that he had certain specific needs which Guidance Services might serve in addition to these general areas. The problem of *placement* was a concern of home economics, agriculture, and trade and industrial service. The home economics and agriculture services felt that their teachers needed more assistance in *interviewing techniques.* Agriculture was concerned with the needs in *adult education* and the problem of broadening the agriculture teachers' background to include other areas of information. (Likewise, there a problem was raised as to the need for *two year against four year specialization* in the agriculture course.) Trade and industrial people raised the question regarding what types of *student records* exist, their adequacy, and how they can be used as part of the trade and industrial as well as the guidance program. Concern was expressed about the extracurricular activities program and its relation to pupil needs.

As a result of these conferences, certain plans were laid for two types of activities. First, activities which could be carried on with each of the sections and teacher training groups affiliated with the sections at Ohio State University. Second, a series of bulletins which might be prepared by a joint committee or by guidance services. Many of these plans may not be accomplished during

the next year because of other programs or staff and budgetary limitations. For the record, the following have been planned and in some cases partially completed.

The Home Economics Service, after polling its teachers, decided that its annual conference of home economics teachers, held in July, would spend the greater part of the time on the subject of guidance. The general session covered what constitutes an adequate guidance program with an afternoon session spent on guidance techniques which the home economics teacher can use. This was further dramatized by three case studies in which interviewing techniques were portrayed and discussed. The use of a check list, developed for and demonstrated during the session, was suggested as a tool which teachers might use in evaluating their own school interviews. The third session was held on School and Community Resources for Guidance, followed by a discussion of the home economics teachers' role in guidance in which Kenneth G. Nelson, Assistant Professor of Counseling, Testing, and Guidance, Michigan State College, participated. Mr. Nelson has carried on an extremely fine program with agriculture and home economics teachers in Michigan and the results of this work were discussed with the teachers.

The Vocational Agriculture Service has planned an approach to the problem of guidance and agriculture through its teacher training activities. Time has been spent by the guidance staff with the vocational agriculture staff at the university, in the understanding of their curriculum for student teachers and of the uses which they are making of their problem check list and training material. Following a conference with Dr. Nelson, it was felt that Guidance Services next year might lend assistance to the teacher training staff to (1) interpret guidance tools and techniques, (2) assist the school with practice teachers in the area of guidance, (3) and to plan a testing program which might include an aptitude test and the Strong Vocational Interest Test now being used in Michigan with prospective teachers of vocational agriculture. A visit was planned to one of the three centers near Columbus having agriculture teacher-trainers, and further plans will be developed following this.

Trade and Industrial Service has suggested that Guidance could best give assistance in developing material on community survey and follow-up techniques. It was suggested that some In-Service Training might be given in the use of Guidance tools and techniques in one of their future meeetings.

Distributive Education hopes to plan some joint projects at the Ohio State University in which committees of graduate students might prepare guidance materials for the use of teachers. A possible future district conference emphasizing guidance techniques may be planned. Likewise after a visit of the guidance staff to schools in which the distributive education program is operating and after examining program materials developed at Ohio State University, additional plans will be developed. In the past year a distributive education teacher and teacher trainer have been trained in the use of the U.S.E.S General Aptitude Test Battery and its related guidance responsibilities. This has led to the coordination of the counseling program with the distributive education program for seniors in the high school.

Bulletins to be prepared by the Guidance Services in cooperation with the other services and to be used on a state-wide basis are planned to cover such areas as interviewing techniques, occupational information, community surveys, and follow-up techniques.

Through mutual discussion of common problems in guidance and vocational education it has again been emphasized that all groups need assistance in course selection, training, placement and follow-up, and that many of the so-called guidance techniques which may be applied to one or more of the vocational education areas can and should also be applied to all young people in or out of school. Therefore, the more adequate the development of a guidance program in an individual community, the more complete will be the adjustment of students.

Someone once said that when an Eskimo chews a boot to soften it, he doesn't try to chew the whole boot at one time. We in the Vocational Education Division of the State Department of Education in Ohio are trying to remember this as we plan our program of cooperation. We have found our common problems. We have begun our approach to these problems one at a time. As time and staff permit it is hoped that the solutions to these problems may be of help not only to those teachers in the specialized vocational education programs but to all teachers and administrators who are interested in the development of adequate school and guidance facilities which will meet the needs of young people.

A SUPERVISED FARMING PROGRAM IN UNIONVILLE, VIRGINIA

(*Continued from page* 21)

hours and an additional 210 hours on improvement projects. A $2,712.69 labor income was declared, of which Bob realized $843.69 for his work. Completing his enterprise work in the late fall, he made a work agreement with his father. In a contract on this 497 livestock farm, Bob's father gave him a definite share of all income and almost complete managerial responsibility. Bob's father permitted him to own his sows, cows, and ewes. Bob was active in his FFA chapter and was awarded the Third Degree by his State Association. He has maintained his interest in community work and membership in the artificial breeding association, farm machinery class, and cannery classes. He attends church regularly.

One of the highlights of the year's work in Unionville is the annual community fair, which has always received major attention from FFA Chapter members. Preparation of the buildings for exhibits, preparing individual entries, and service as superintendents are contributions of the local group. Sonny Green made 16 entries and won first place (a prize of $10) last year. More than 1,000 entries were made, of which 150 represented exhibits from the boys' home farms and school shops. A total of 75 prizes, valued at $450, were awarded to 15 boys and 60 adults.

The annual fair concludes the year's work in agriculture and brings together samples of the enterprises which represent the efforts and labors of the Unionville agriculture department.

PROGRESS IN THE DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

The Third Annual National Convention of the **Distributive Education Clubs of America** will be held in Ashville, North Carolina, April 17, 18, and 19. This year, for the first time, the convention will be open to club members, other than delegates, from nearby groups, provided they are properly chaperoned by the club sponsor and have confirmed reservations. A national committee of adults is working with parallel student groups in developing an outstanding program which reflects a stronger organization and pattern than in years past. Student delegates from as far west as the State of Washington will attend, and it is expected that a larger group of states than ever before will be represented.

Convention plans include the annual banquet, which will be held on Tuesday evening, April 18, at the George Vanderbilt Hotel, with a national speaker from the field of distribution. A square dance will be held in the large Asheville city auditorium for delegates and visiting club members. A national speech contest will be featured and a prize awarded to the outstanding contestant. These events, in addition to the customary exhibits of display units, merchandise information manuals, and other club activities, will highlight the 1950 DECA Convention. Inquiries have been received by the National Advisory Committee of DECA from local and state groups of distributive education that have not joined the national DECA before this year. Representatives from states as yet unaffiliated with DECA are invited to attend the convention. This year, the National Advisory Committee of DECA has been active in strengthening the organization through developing the DECA Foundation where national trade groups in the field of distribution have indicated an interest.

It is expected that there will be over 500 delegates and club members in attendance, in addition to distributive education supervisors and coordinators from local communities.

Student officers elected at the National DECA Convention held in Topeka, Kansas, last year are: Leonard Maiden, Virginia, President; Bill Powell, Kansas, Vice President; Wayne Edwards, Oklahoma, Associate President, Southern Region; Russell Carr, New York, Associate President, Northeastern Region; Joan Hall, Ohio, Associate President, North Central Region; Leslie Willet, Washington, Associate President, Western Region; Jack Taylor, Ohio, Vice President in charge of publications; Vern Walker, Missouri, Vice President in charge of membership; Don Cooley, Kansas, Vice President in charge of the national convention; Fred Tremain, Oklahoma, Vice President in charge of public relations; Betty Case, Georgia, Secretary; Conger Ballard, Texas, Treasurer; Herman Helm, South Carolina, Parliamentarian; and Tom Price, North Carolina, Historian.

The following adult committee chairmen are responsible for developing the DECA organization and handling the details of the convention: T. Carl Brown, Convention Committee; Miss Mamie Rose Clawson, Program Committee; William Logan, Committee on Contests; Ralph Rush, Constitution Committee; M. J. DeBenning, Publicity Committee; Mrs. Alice Pipkin, Convention Behaviour Committee; Miss Callie Cassidy, Nominating Committee; and Robert Nelson, Public Relations Committee.

Members of the DECA Board of Trustees, elected at the 1949 AVA Convention, are as follows: Miss Lodie Clark, Indiana, Chairman; Fran McCreery, Missouri, Treasurer; Ralph Rush, Virginia; P. B. Waters, South Carolina; and William Schollenberger, Washington.

DECA National Advisory Committee members are Miss Louise Bernard, Virginia, Chairman; Mrs. Alice Pipkin, Georgia; Miss Lodie Clark, Indiana; Otto Logan, Washington; and Robert Nelson, California, member-at-large.

In order to assist in strengthening the organization and program of DECA, the AVA Executive Committee will bring members of the DECA National Advisory Committee to AVA headquarters in Washington, D. C., in March for a planning conference.

Mrs. Roy McGee, Area Distributive Teacher, Tilghman Vocational School, Paducah, Kentucky, organizes and teaches extension classes in 8 western Kentucky counties. Here is a typical class with Mrs. McGee standing by the projector. All extension classes in Kentucky are under the direction of area distributive teachers.

Association News and Notes

State Secretaries! Keep us informed on the activities of your state associations. Send state news to the JOURNAL editorial offices, 1010 Vermont Avenue, N.W., Washington 5, D. C.

● The **National Vocational Agricultural Teachers' Association** held its second annual meeting and celebrated its first birthday in Atlantic City in conjunction with the AVA 1949 Convention. This organization, which was formed at the 1948 AVA Convention in Milwaukee, Wisconsin, now includes over 5,000 instructors. Reports of accomplishments and activities at the 1949 meeting of this group showed that 33 states had voted to affiliate with the national association (as of December 1, 1949). A rough survey indicated that membership will probably pass the 7500 mark before July, 1950. Mr. Maxwell Lampo of Neosho, Missouri, was appointed to a four-year term as a representative of the NVATA on the Agricultural Education Magazine board. Dr. Martin, Editor of the *Agricultural Education Magazine*, announced the appointment of L. E. Cross, past president of the NVATA, as a special editor to be in charge of supplying materials for a section of the magazine which will be devoted to the interests of agricultural teachers. An association publicity committee was set up under the chairmanship of Neil Johnston of Clarinda, Iowa. Julian A. McPhee, AVA's 1948 President, addressed the first annual breakfast meeting of the group.

* * *

● AVA President Frank C. Moore will address a breakfast meeting which will be held during the course of the annual meeting of the **Georgia Vocational Association** in Atlanta on March 24.

* * *

● The 1950 Annual Convention of the **New York State Vocational and Practical Arts Association** will be held at the Hotel Commodore, New York City, on April 11-14. Officers are as follows: Charles R. Wallendorf, President; Albert C. Truman, General Vice President; William E. Male, Treasurer; Reno S. Knouse, Recording Secretary; Harland Raymond, Membership Secretary; and Earl J. Boggan, Sr., Past President.

* * *

● The **Illinois Vocational Association** will hold its annual meeting at the Congress Hotel in Chicago, March 30-April 1. Hobart H. Sommers of the Chicago Board of Education is in charge of arrangements. L. H. Dennis, Executive Secretary of the AVA, will address the opening general session. Frank C. Moore, AVA's President, will speak at the general meeting of the industrial education group.

* * *

● Frank Huffaker, Director of Vocational Education in Chattanooga, Tennessee, will preside over the annual convention of the **Tennessee Vocational Association** which will be held in Knoxville on March 24.

* * *

● The Annual convention of the **Ohio Industrial Arts Association** was held at the Deshler-Wallick Hotel, Columbus, Ohio, on February 23, 24, and 25.

J. G. Allen, Superintendent, and C. H. Pensinger, Instructor, Soldier's Orphan School, Scotland, Pa., are congratulated on receiving AVA Life Memberships at the 1949 Convention by J. Philip Young, President of the Pennsylvania Vocational Association and Supervisor of Industrial Arts at Neville High School in Pittsburgh.

● The first meeting of the **Ohio Industrial Arts Association** was held at Kent State University on December 3 with more than 150 industrial arts teachers present. A program on "Wood Finishing" was presented under the direction of Dewey Barich, Director of Industrial Arts at Kent University. Shriver L. Coover of State Teachers College, California, Pa., spoke on "The New Look of Drawing in the Industrial Arts Program." Officers were elected as follows: Robert B. Boyer, Cuyahoga Heights School, Cleveland, Ohio, President; J. H. Detrick, Parma High School, Parma, Ohio, Vice President; Max Lerner, Ashland High School, Ashland, Ohio, Secretary; and E. F. Myers, Ellet High School, Akron, Ohio, Treasurer.

* * *

● The annual meeting of the **Illinois Business Education Association,** which is a part of the **Illinois Vocational Association,** will be held at the Congress Hotel, Chicago, March 30, 31, and April 1.

* * *

● The annual convention of the **Arkansas Vocational Association** will be held in Little Rock, Arkansas, March 30, 31. L. H. Dennis, AVA's Executive Secretary, will address this group.

* * *

● The **South Carolina Vocational Association** will convene in its annual session at the Wade Hampton Hotel in Columbia on March 31st. Charles W. Sylvester, AVA's Treasurer, will address the meeting.

* * *

● J. E. Fortin, Director, Alabama School of Trades, Gadsden, is chairman of the **Alabama Vocational Association** annual convention which will be held at Birmingham on March 23 and 24.

* * *

● The **New Jersey Vocational and Arts Association** will hold its annual meeting at Asbury Park, N. J., March 16-18. Dr. Albert E. Jochen, Director, Middlesex County Vocational Schools, New Brunswick, N. J., is President of the group.

National Safety Council-AVA Joint Safety Committee

A Joint Safety Committee, representing the American Vocational Association and the National Safety Council, includes the following AVA members: Frank E. Carpenter, Kansas (agriculture); Roy Fairbrother, Wisconsin (distributive); DeWitt Hunt, Oklahoma (industrial); L. T. Johnston, Texas (guidance); Miss Mattie Pattison, Iowa (home economics); and Ralph A. Howard, Ohio, Chairman.

Meetings of the Joint Committee are held in the course of the National Safety Congress and, for the past two years, the committee has sponsored a half-day session with speakers and reports by members.

Suggestions have been developed in the field of teacher training in the respective areas to develop safety consciousness in teacher-training programs and to assist teachers in including safety instruction in their programs.

During 1949, sub-committees in the various vocational areas developed bibliographies of safety materials which are being made available to state supervisors of vocational education.

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A MESSAGE TO VOCATIONAL TEACHER-TRAINERS

Have you encouraged young women and men, studying at your college or university to become teachers, to join the AVA? Students enrolled in pre-service college curriculums to become homemaking, industrial arts, distributive education, trade and industrial, or agricultural education teachers can now become members of the AVA. The AVA Constitution has been amended to include AVA student memberships for 50 cents a year. Full-time college students in divisions of vocational education or industrial arts can join AVA through the state vocational associations and benefit from the same AVA services which are offered to regular members. A subscription to the AMERICAN VOCATIONAL JOURNAL is covered by the student membership fee.

To encourage your students to take advantage of this offer, send for leaflets available without cost from the AVA Washington office, 1010 Vermont Ave., N. W., Washington 5, D. C. These circulars explain the services of the AVA and its respective divisions: Home Economics, Agriculture, Trade and Industrial, Vocational Guidance, Distributive Education, and Industrial Arts.

Automotive Industry-Vocational Education Report Available

The American Vocational Association appointed a committee to work with a group from the Automobile Manufacturers Association in establishing recommendations for the improvement of automobile mechanics instruction nationally.

The report of this conference, entitled AUTOMOTIVE INSTRUCTION IN YOUR COMMUNITY, is now available. Its purpose is to show why the demand for better trained mechanics has increased, what has been accomplished on a national scale in meeting this demand, and to suggest ways in which local school officials and car dealers can cooperate to solve the remaining important problems.

AVA members may obtain copies free by mailing the attached form.

American Vocational Association
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AMERICAN VOCATIONAL ASSOCIATION

List of Publications ***January, 1950***

STUDIES IN INDUSTRIAL EDUCATION

The first bibliography of studies on the graduate level in industrial arts education, vocational industrial education, and technical education. An invaluable source of information for teacher trainers and administrators. *160 pages, 1949. $1.00.*

SERVICE AREAS FOR VOCATIONAL SCHOOLS

A most valuable piece of reference material for persons contemplating the expansion of their vocational program. Gives complete information on procedure of establishing area vocational schools and describes types of area vocational programs now in operation. *36 pages, 1949. $.25.*

SUGGESTED PROBLEMS FOR RESEARCH STUDY IN VOCATIONAL AND INDUSTRIAL ARTS EDUCATION

A helpful and stimulating compilation of research topics important to the future of vocational education. Includes general questions and specialized problems in the several fields of vocational education. *Mimeographed, 22 pages, 1949. $.25.*

FACTORS AFFECTING THE SATISFACTIONS OF HOME ECONOMICS TEACHERS

Results of a nation-wide study to determine the reasons why women remain in or leave the teaching profession, including effects of teaching load, salary, community and school conditions, and family responsibilities. *96 pages, 1948. $.50.*

IMPROVING INSTRUCTION IN INDUSTRIAL ARTS

A manual to aid the teacher in evaluating and strengthening his course of study and to help the administrator in understanding the genuine and distinctive values of industrial arts activities. *96 pages, revised 1946. Single copies, $.25: 5 or more, $.20.*

STATE SUPERVISION OF INDUSTRIAL ARTS EDUCATION

Suggested qualifications and duties for a state supervisor of industrial arts, issued to encourage the adoption of uniform objectives, policies, and practices leading to the most effective kind of industrial arts education. *12 pages, 1946. Free.*

AMERICAN VOCATIONAL JOURNAL

An informative monthly magazine—the official organ of the AVA—aimed at keeping educators in touch with developments in the field of vocational education. *$2.00 subscription price: free to members.*

SERVICE LEAFLETS

Circulars describing the services and contributions of the AVA and the several sections of the organization—Agricultural Education, Trade and Industrial Education, Vocational Guidance, Industrial Arts, and Home Economics Education. *Free.*

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Personals

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Dean David H. Morgan

● Appointment of David H. Morgan as dean of the college, succeeding Dean J. Lee Deen who resigned the position now called "dean of the faculty," has been announced by W. E. Morgan, President of Colorado A & M College. Dean Morgan, a graduate of Occidental College in California, received his master's and doctor's degrees from the University of California. In his new position he will have responsibility for all academic activities, both graduate and undergraduate, with all academic programs of the divisions and departments under his supervision.

* * *

● **Samuel E. Harris** has been employed by the Board of Education, Kansas City, Kansas, to replace James Bradford, who resigned as machine shop instructor at Sumner High School.

* * *

● The L. S. Starrett Company, of Athol, Massachusetts, announces the appointment of **Harry E. Masters** as Educational Director in charge of all vocational education and industrial apprentice training programs and activities, as well as all trade shows and conventions. Mr. Masters is widely known among educators and brings to this full-time position more than forty years' experience in sales, educational work, and advertising.

* * *

● **William K. Gamble** was recently appointed to the position of North Dakota Assistant State Supervisor of Agricultural Education. He began his duties in January. Mr. Gamble is an experienced vocational agriculture instructor and has worked with the institutional on-farm training program. He was taking advanced work and teaching in the Crops Department at Iowa State College when he accepted the North Dakota position.

* * *

● M. Norcross Stratton, Massachusetts State Director of Vocational Education, has announced the appointment of **Wilbur T. Locke** as Massachusetts Assistant State Supervisor for Vocational Agricultural Education. This position has been created to relieve the State Supervisor of Vocational Agricultural Education, John G. Glavin, of many duties involved in administering the institutional on-farm training program. Mr. Locke will supervise all present training centers in Massachusetts and, with the Veterans Administration, organize new programs for veterans seeking on-farm training.

* * *

● L. E. Klein, Nebraska State Supervisor of Agriculture Services, has announced the appointment of **Howard Deems** of the University of Nebraska to his teacher-training staff. Other new appointments to the Nebraska State Agriculture Services staff are as follows: **L. D. Clements,** Assistant State Supervisor; **U. E. Wendorff,** Assistant State Supervisor; **B. E. Gingery,** Assistant State Supervisor; **William D. Lutes,** Assistant State Supervisor; and **Stewart Woods,** Agriculture Veterans Training Specialist.

* * *

● **Ira Montgomery,** who has served as Minnesota Assistant State Supervisor of Agricultural Education for the past year and a half, has resigned to accept a position as Assistant Professor of Agriculture at the Platteville State Teachers College, Platteville, Wisconsin. Mr. Montgomery served as a vocational agriculture instructor in Faribault, Minnesota, for 23 years previous to his service with the Minnesota Department of Education.

* * *

● **Miss Mabel Thomas** of Barry, South Wales, is a member of the staff of Lincoln Junior High School, Jamestown, N. Y., for the current school year. Miss Thomas is teaching home economics and exchanging positions with Miss Helen Overs of the Jamestown High School faculty.

* * *

● Leaders and teachers in the field of family life education were brought together for a 3-day conference at Syracuse, N. Y., under the chairmanship of Miss Myra Woodruff of the New York State Department of Education. The conference marked the 16th annual meeting of the **Parent and Family Life Education Association.**

New emphases were placed upon the importance of strong education for good family living through the group speakers in general meetings and round table discussion. Students from high school and college classes, as well as a young married couple, joined in a panel discussion to answer the question, "What does youth need in family life education?"

* * *

A series of woodworking filmstrips has been released by the **Chas. A. Bennett Co., Inc.,** Peoria, Illinois. They are: *Furniture Joinery, Safety "Know-How" in the Woodshop, Making a Project with Handtools,* and *Woodworking Machines.* Each of these filmstrips is complete with explanatory captions and require no further explanations on the part of the instructor.

The Distributive Education Luncheon at Atlantic City, N. J., December 8th, which was sponsored by Cooperating Chain Store Councils. Samuel W. Caplan, Pennsylvania's Chief of Distributive Education, served as chairman of the affair.

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AVA Represented at UNESCO Conference

Dr. George N. Shuster, Chairman, Committee on Educational Reconstruction, The United States National Commission for UNESCO, presided over the UNESCO Conference on Educational Reconstruction which was held at Hunter College, New York City, on November 10th. Franklin J. Keller, Principal, Metropolitan Vocational High School, New York City, attended the conference as a representative of the American Vocational Association.

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Owen Royland of Waukesha, Wis., pulled a live rooster out of the grab-bag at the FFA's Annual Poultry Auction.

FFA Annual Poultry Auction

A display of tasty fowl, the chant of an auctioneer, and an experience in school-community cooperation formed a closely knit pattern for those who watched the fourth annual poultry auction held by the Waukesha, Wisconsin, High School chapter of the Future Farmers of America at a joint meeting with the local Rotary Club. The auction, devised by club advisers O. E. Born and Don McDowell, produced spirited bidding for approximately 50 turkeys, geese, chickens, ducks, and meat roasts. Three different Rotarians, blindfolded, pulled a live rooster, a cock pheasant, and a young suckling pig from a grab-bag. Auction proceeds are used each year to purchase a purebred boar which is raised by club members. Service of this boar is made available to Waukesha county swine raisers.

"I Am an American" Day

Schools and communities throughout the country are planning now for the observance of National Citizenship Week, May 15-21, and "I Am an American Day," May 21. The National Committee on Citizenship urges the nation's schools to plan for special assemblies, plays, student activities, forums, and special recognition ceremonies for students reaching the voting age.

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James F. Lincoln Awards

Two separate programs of awards to farmers and professional agriculturalists have been announced by the James F. Lincoln Arc Welding Foundation. Farmers and members of their families, high school and college undergraduates are eligible in Division I. Teachers, county agents, specialists, graduate students, and other professional agriculturalists are eligible in Division II. For complete rules and conditions, write to The James F. Lincoln $25,000 Agricultural Award Program in care of The James F. Lincoln Arc Welding Foundation, Cleveland 1, Ohio.

ATLANTIC CITY SPEECHES AVAILABLE

Copies of the speeches presented during the business education section meetings at the 1949 AVA Convention are now available upon request from H. D. Shotwell, Kansas State Supervisor of Business Education, State Board for Vocational Education, Topeka, Kansas. They are as follows: *Educational Role of the Businessman in the Community,* W. R. Blackler; *Cooperation Between Universities and Business,* Bishop Brown; *Strengthening Teacher Education in Shorthand and Typing,* Louise Greene; *Unique Characteristics of Vocational Business Education,* G. H. Richert; *The Philadelphia Plan,* John G. Kirk; *What Business Expects of the Cooperative Trainees,* R. E. Slaughter; *Establishing and Maintaining Work Standards,* Vera M. Green; *Training Office Personnel in Sales and Merchandising Organizations,* Robert B. Berry; *What To Evaluate in a Local Program of Business Education,* A. L. Walker; *Cooperative Research on Practical Problems,* Hamden L. Forkner; and *The Task Ahead,* B. Frank Kyker.

● The **Future Homemakers of America** Annual Conference will be held on March 24th at the Utah State Agricultural College, with 250 students from 37 chapters participating.

Audio-Visual Notes

Transfilm, Inc., 35 W. 45th St., New York City, has just completed a series of 10 training films on economics for the Text Film Division of the McGraw-Hill Book Company. Designed for use in conjunction with *Economics and Introductory Analysis* by Paul A. Samuelson, the films were previewed at the recent conference of the American Economics Association at the Hotel Commodore in New York City. Although closely related to the text, the films can be shown independently.

A series of 10 discussional-type slide-films covering the "how to do it" in bench-work has been announced by the **Jam Handy Organization,** 2821 E. Grand Boulevard, Detroit 11, Michigan. Film subjects, which may be purchased individually, are as follows: hand tools; hand and power hack-saws; drills and drilling; reaming, tapping and threading; finishing rough castings; scraping; rivets and riveting; layout tools and measuring instruments; and layout work (in two parts).

The **Lincoln Electric Company,** 12818 Coit Road, Cleveland 1, Ohio, offers the following welding films: *The Magic Wand of Industry, Welding Comes to the Farm, Design for Arc Welded Structures,* and *The Prevention and Control of Distortion in Arc Welding.*

Young America Films has just announced the release of three new color filmstrips for music classes, under the series title *The Musical Forest.* These new filmstrips are done in full-color original art work, reproduced on Ansco color film. They were created by Louise A. Sutton, teacher of music in Sherman, Texas, under the guidance of Dr. Silvio Scionti, School of Music, North Texas State College, Denton, Texas. Presenting a fantasy about a magical forest and the interesting animals who live in it, these three filmstrips tell the young student a story of how our musical scale might have developed, including the staff lines, notes, and bass and treble clef signs. The series, designed for all types of elementary and junior high school music groups can be purchased from any YAF dealer or direct from Young America Films, Inc., 18 East 41st Street, New York City 17.

A unique new visual science service, the **Popular Science Filmstrip-of-the-Month Club,** has just been formed to provide junior and senior high school science teachers with a regular supply of timely visual science materials of lasting curriculum value. According to an announcement from its editor, Dr. David J. Goodman, first production of the Popular Science Filmstrip-of-the-Month Club will be *The Science of Auto Safety,* a 45-frame black-and-white filmstrip to be released February 25 exclusively to charter members. It is based on the article "The Laws No Car Can Violate" from the forthcoming March issue of *Popular Science Monthly.* In the same manner, later Filmstrip-of-the-Month productions will take significant articles from each month's issue of *Popular Science Monthly* as their springboard and move from the timely news to underlying scientific concepts in a complete, up-to-date curriculum story on a basic science topic.

FORD MOTOR ANNOUNCES INDUSTRIAL ARTS AWARDS

Ford Motor Company has announced its sponsorship of the "Ford Motor Company Industrial Arts Awards," a continuation of the industrial arts awards program for junior and senior high school students originated three years ago by *Scholastic Magazine.* Cash awards for outstanding workmanship and design in wood work, metal work, mechanical drawing, printing, model making, plastics, machine shop, and electrical work will be increased over those presented in previous years. Students in industrial arts and vocational classes, in all schools from grades seven through twelve, may compete. Entries are regular class projects made in the school shops under supervision of an instructor.

Henry Ford II, in announcing Ford Motor Company's sponsorship of the awards, said: "We consider it a real opportunity to help the nation's youth by promoting a greater appreciation for the industrial arts and developing pride of workmanship which is so vital to the future of American industry. Furthermore, today's industrial arts students are tomorrow's workers, foremen, supervisors, and executives."

Rule books and other information may be obtained from: Industrial Arts Awards, Ford Motor Company, 3000 Schaefer Road, Dearborn, Michigan.

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Books and Bulletins

DISTRIBUTIVE EDUCATION

Key-Driven Calculator Course, by Peter Agnew and Raymond Goodfellow. South-Western Publishing Co., 634 Broadway, Cincinnati 2, Ohio, 1950. 154 pages.

Featuring work that is usually required in business situations, this third edition, loose-leaf for the Burroughs calculator and comptometer is planned for self-instructional use. Speed tests are provided in addition to regular tests.

Ten Key Adding Listing Machine Course, by Peter Agnew and Raymond Goodfellow. South-Western Publishing Company, 634 Broadway, Cincinnati 2, Ohio, 1950. 99 pages.

This loose-leaf book presents organized, instructional practice material for use with the ten-key adding listing machines. Each job is presented in such a way that something new and ample review are combined.

Fundamentals of Advertising, by Edward J. Rowse and Carroll A. Nolan. South-Western Publishing Company, 634 Broadway, Cincinnati 2, Ohio, 1950. 403 pages.

The purpose of this fifth edition is to present to the student a basic understanding of the field of advertising and a thorough understanding of accepted advertising procedures and plans. Material is presented on a factual basis.

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Practical, modern, and comprehensive, this book contains the mathematical essentials necessary in 22 vocational subjects, starting with arithmetic, and including algebra, geometry, and elements of trigonometry. All material is presented with practical applications, and all illustrations were chosen from trade and industrial fields.

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GENERAL

Schools That Count in Rural Living. The Department of Rural Education, National Education Association, 1201 Sixteenth St., N. W., Washington 6, D. C., 1949. 19 pages, 15 cents.

This bulletin reports the organization and programs of the schools in six South Carolina rural communities. The leadership of Verd Peterson, Director of Vocational Education in South Carolina, "stands as one of the significant contributions to the field of rural education in this country."

The Student Council in the Secondary School. National Association of Student Councils of the National Association of Secondary-School Principals, 1201 Sixteenth St., N. W., Washington 6, D. C., 1949. 350 pages, $1.00.

A comprehensive student council reference work, this volume contains 22 chapters dealing with every phase of student council activity and includes examples of successful student council practices and procedures. Copies go to National Association of Student Councils members free of charge.

The 1949 Student Councils Handbook. National Association of Student Councils of the National Association of Secondary-School Principals, 1201 Sixteenth St., N. W., Washington 6, D. C., 1949. 128 pages, $1.00.

One of a series of annual handbooks concerned with student council activities, this volume contains a report of the annual National Conference held in Cincinnati, Ohio, a description of a school savings bonds program, a directory of student council members and student council associations, and other features. This publication is sent without charge to members of the National Association of Student Councils.

HOME ECONOMICS

Manners Made Easy, by Mary Berry. McGraw-Hill Book Co., 330 W. 42nd St., New York 18, N. Y., 1950. 340 pages, $2.40.

This text presents preferred manners at home, behaviour in school, behaviour in public, social etiquette, etc., for teen-agers. A multiple choice quiz, "Rate Yourself," is included at the end of each chapter. Correlated film strips are available.

Everyday Foods, by Jessie Harris and Elizabeth Lacey. Houghton-Mifflin Company, New York, N. Y., 1949.

Illustrated and revised, this fifth edition has been improved and brought up to date through the suggestions of home economics teachers and supervisors. Material on nutrition, management and food preservation is presented in detail.

INDUSTRIAL

Carpentry for the Building Trades, by Elbert A. Lair. McGraw-Hill Book Company, 330 W. 42nd St., New York 18, N. Y., 1950. 196 pages, $2.40.

Emphasizing the tools and methods needed for the construction of small residences and frame houses, this text presents carpentry for all branches of house building. It includes material on scaffolds and safety rules and blueprint reading. A list of correlated visual aids is featured.

Carpentry Mathematics, by J. Douglas Wilson and Clell M. Rogers. McGraw-Hill Book Company, 330 West 42nd St., New York 18, N. Y., 1950.

The new second edition of this textbook brings all material up to date and features new illustrations. Carpentry students in high school and apprentice courses are provided with a quick working knowledge of the mathematics needed for this trade.

Educational Aids for Power Supplier Rural Youth Programs. School Service, Westinghouse Electric Corporation, 306 Fourth Ave., Box 1017, Pittsburgh 30, Pa. 12 pages, free.

This catalogue describes 35 free and low-cost pamphlets, booklets, and motion pictures which are available as educational aids.

Introduction to Tool Engineering, by Halsey F. Owen. Prentice-Hall, Inc., 70 Fifth Ave., New York, N. Y., 1950. $3.60; text edition, $2.16.

This text deals with the economical production of machined parts by employing the most modern techniques of tool engineering. Costs, production control, production planning, the practical phases of tool design, and the use and analysis of tooling programs are covered.

Electrical Engineering, by Fred H. Pumphrey. Prentice-Hall, Inc., 70 Fifth Avenue, New York, N. Y., 1950. 361 pages, $5.35; text edition, $4.00.

This text presents modern commercial applications of basic electrical engineering theory in all fields. Basic electrical theory on electromagnetism, motors, generators, transformers, electron tubes, etc., precedes the practical applications. Diagrams, illustrations, photographs and an appendix explaining the use of rotating radius vectors in certain computations are included.

Labor Dictionary, by Paul Hubert Casselman. Philosophical Library, 15 E. 40th St., New York 16, N. Y., 1950. 554 pages, $7.50.

This work has been prepared to supply the need for a concise reference guide for matters concerning labor. Emphasis has been placed on the comprehensiveness, rather than the exhaustiveness, of each entry. An extensive bibliography is included for those who require fuller treatment of particular topics.

Architectural Drawing for the Building Trades, by Joseph E. Kenney and John P. McGrail. McGraw-Hill Book Company, 330 West 42nd St., New York 18, N. Y., 1950. 144 pages, $3.00.

Introducing the student first to drafting instruments, this text then proceeds to explain the use of these instruments and provides practice exercises. In progressive steps, the authors take the student through the various stages of draftsmanship to the point where he may be considered sufficiently proficient in the use of tools and ready for the study of design.

Cincinnati Shaper Catalog, N-5. The Cincinnati Shaper Co., Cincinnati, 25, Ohio, 1950. 31 pages, free.

Illustrated throughout, this catalog reviews some of the applications of Cincinnati Shapers and describes the Cincinnati line.

Basic Refrigeration and Air Conditioning, by Robert Emerick. Prentice-Hall, Inc., 70 Fifth Ave., New York, N. Y., 1950. $5.00; Text Edition, $3.75.

This "how-to-do-it" text on refrigeration and air conditioning is supplemented with a 16-page booklet, *Domestic Refrigeration,* which is supplied free of charge.

Tri-Clad, High-Speed, Synchronous Generators. The General Electric Company, Schenectady 5, N. Y., 1950. 8 pages, free.

Designated as publication GEA-5415, this bulletin deals with generators for standby, portable, and prime source power in wide spread fields of application. Tri-Clad protection, construction features, mechanical modifications, and performance data are described.

Radio Operator's License Q & A Manual. by Milton Kaufman. John F. Rider, Publisher, 480 Canal St., New York 13, N. Y., 1950. 608 pages, $6.00.

Here is a systematic listing of the questions and answers to past FCC exams, plus follow through discussions of the answers. Based upon the latest Government Study Guide and supplementary FCC releases, it contains appendices and illustrations.

INDUSTRIAL ARTS

Industrial Arts Woodworking, by John L. Feirer. Chas. A. Bennett Co., Peoria, Illinois, 1950. $2.60; 5 or more copies, $1.95.

Each procedure in this text (which features 44 projects for beginners, intermediates, and advanced students) is covered from the selecting of stock to finishing the job. All varieties of hand tool and simple machine work are explained and illustrated. Coordinated filmstrips are available.

General Mechanical Drawing, by William Jervis. International Textbook Company, Scranton 9, Pa., 1950. 316 pages, $2.75.

A new psychological approach to mechanical drawing is offered in this text. Projects presented were selected on the basis of their relationship to life experiences rather than from a standpoint of their importance in the engineering profession. Twenty-five worksheets are included.

General Occupational Education for Some of the Sixty Per Cent Through the Agency of Industrial Arts. Edited and published by the Student Participants, Department of Industrial Education, The Pennsylvania State College, State College, Pa., 1950. 98 pages, $1.00.

The curriculum materials outlined in this publication do not take the place of elective general industrial arts in senior high schools. The educational experiences in vocations presented constitute additional course work in common elements of industries, trades, crafts, and service vocations.

Leathercraft Techniques and Designs, by John W. Dean. McKnight & McKnight Publishing Co., Bloomington, Ill., 1950. 251 pages, $5.00.

The purpose of this book is not to review the many divisions of leathercraft which have been well covered by other writers, but, rather, to add some practical ideas, suggestions, and facts to the general fund of information already published on this hobby and avocation. It is illustrated throughout.

107 Leathercraft Designs, by John W. Dean. McKnight & McKnight Publishing Co., Bloomington, Ill. 1950. 50 plates, $2.00.

Leathercraft designs in actual size are presented in this manual. Designs for 50 projects include small purses, key cases, novelty belts, slip book covers, handbags, wastebaskets, leather covered vases, and suede inlays.

VOCATIONAL GUIDANCE

Career Conference, Nebraska Guidance Bulletin No. 2, edited by Ralph Bedell. State of Nebraska, Department of Vocational Education, Lincoln, Nebraska, 1949. 40 pages, $1.00.

This booklet contains many specific suggestions and techniques requisite to conducting an effective career conference.

Opportunities in Vocational Guidance, by Sarah Splaver. Vocational Guidance Manuals, Inc., New York, N. Y., 1949. 105 pages, 30 cents.

Information relative to guidance programs, the duties of a counselor, and the opportunities for employment in this field is presented in this pamphlet.

JUST OFF PRESS

AUTOMOBILE BODY REBUILDING AND REFINISHING

by William K. Toboldt, Editor Motor Service Magazine, Chicago, Illinois.

This book presents a "how to" treatment of tested basic body rebuilding and refinishing methods. Thorough instruction on welding, soldering, and sheet-metal work is included. Profusely illustrated, showing latest equipment, methods, shop layout used in modern shops. This book is adequate for a shop text in vocational schools, apprentice training classes, as well as for professional body rebuilding and painting shops. 464 pages, 193 illustrations, cloth, jacket.

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From **BELL & HOWELL COMPANY,** 7100 McCormick Road, Chicago 45, Illinois, comes word that four of a new series of seven lenses for 16mm motion picture cameras are now ready for delivery. The new optics are said to be the most highly corrected lenses of comparable focal lengths and apertures yet developed for 16mm film. In producing the new lenses, Bell & Howell is departing from the conventional 1-inch step between focal lengths that characterizes the usual series of 1-inch, 2-inch, 3-inch, 4-inch, and 6-inch focal lengths. Pictured above they are, left to right, 7″ T 2.7 (f/2.5) B & H Super Comat; 2″ T 1.6 (f/1.4) Taylor Hobson Cooke Ivotal; 2.8″ T 2.5 (f/2.3) Taylor Hobson Cooke Panchrotal; and 4″ T 2.5 (f/2.3) Taylor Hobson Cooke Panchrotal.

The **ELECTRIC HOTPACK COMPANY,** 5073 Cottage Ave., Philadelphia 35, Pa., presents a new model ceramic kiln which contains a storage and drying compartment of approximately 9,600 cubic inches in the base of the chamber. Just 5 feet high, the cabinet and floor stand is of one piece construction. The three banks of heater elements are located on the back and two side walls, and are so constructed as to permit easy replacement from the front.

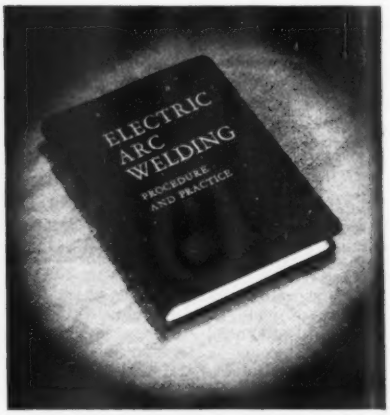
* * *

The **CARTER PRODUCTS COMPANY,** Grand Rapids, Michigan, has introduced the new "Jiffy-Tire" to its line of bandsaw accessories. The "Jiffy-Tire" eliminates all bandsaw tire problems in that it is made in sizes to fit any bandsaw wheel and it is easily affixed to the wheel. With "Jiffy-Tires," the operator merely rubs soap suds on the inside of the tire and then gently taps the wheel into the tire with a raw-hide mallet.

* * *

Particularly adapted to line corridors, rooms and gymnasiums, two models of an improved flow-controlled traffic line-marker are now in production at the Yonkers, N. Y., plant of the **UNIVERSAL MARINE AND MANUFACTURING CORPORATION** (137 Alexander St.). Both models are equipped with a sled type paint spreader that will accommodate any striping or zone paint of standard manufacture. In addition to indoor marking, they may also be used effectively for lining hard-surfaced parking lots and other outdoor areas. Model A, with a steel tank and chassis, is equipped with a nine-gallon tank. Model B, which is similar in design, is equipped with a five-gallon tank.

The new Dearborn standard loader **(DEARBORN MOTORS CORPORATION,** Detroit 3, Michigan) is the basic unit of three new loaders which have been added to the Dearborn line of farm equipment. With a lift capacity of 750 pounds, this implement teams up with the Ford Tractor to take over many of the hoisting and loading jobs found on the modern farm. The load is raised with the hydraulic touch control which is built into the Ford Tractor.



In its new 544-page book, *Electric Arc Welding,* the **HOBART TRADE SCHOOL,** Troy, Ohio, has made available a comprehensive textbook on the procedure and practice of arc welding. The 28 chapters are in five parts, as follows: general information, operator training course, carbon arc welding and cutting, other welding processes, and welding terms and their definitions. Over 600 photographs of operations, diagrams, and charts are included.

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